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Perry

PERRY COUNTY COMMITTEE

REGION III

of the

GOVERNOR'S COUNCIL FOR HUMAN SERVICES

PENNSYLVANIA COMMITTEE ON CHILDREN AND YOUTH

for the

1970 WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

FINAL REPORT

May 31, 1969

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SECTION I

DESCRIPTION OF COUNTY

A. TYPE. Rural with numerous small towns

B. POPULATION COMPOSITION.

1. Youth under 21 years of age	9,951
2. Adults over 21 years of age	<u>17,434*</u>
TOTAL	27,385*
3. Percentage of Youth under 21 years of age	36.5%
4. Minority groups	
a. Number of Negroes	10**
b. Percentage of Negroes in total population	.03%**
c. Others	0

* Projected estimate for 1970 based on 1960 census

** Estimated figures

C. INCOME LEVEL. (1959 FIGURES)

1. Under \$3,000	25.9%
2. \$3,000 - \$4,999	28.5%
3. \$5,000 - \$9,999	39.4%
4. \$10,000 - \$24,999	6.0%
5. Over \$25,000	0.2%
6. Median Family Income	\$4,725
7. (1966 Census, under \$3,300 for family of four)	28%

D. MAJOR INDUSTRIES.

1. Agriculture
2. Lumber
3. Paper Pulp
4. Garment Manufacturing
5. Tool Manufacturing

ANNEX II YOUTH DEVELOPMENT - SUMMARY

A. TYPES AND NUMBER OF MEETINGS CONDUCTED

1. Sub-Committee Meetings	23
2. All Youth Meetings	1
3. Full Committee (Youth and Adults)	2
TOTAL	26

B. REPRESENTATION

1. All ten major communities were represented.
2. All four school districts were represented.
3. Twenty-six different organisations were officially represented.

C. PARTICIPATION

1. YOUTH
 - a. Inspired (Emotionally and Socially)
 - a. Not Inspired
2. ADULTS
 - a. Professionals
 - b. Non-Professionals
3. ALIENATED YOUTH (Negro)

D. RELATIONSHIP TO COMMUNITY STRUCTURE

1. Effect on the Youth Sub-Committee of the Council
2. All Communities Involved
3. Centralized Group Team
4. Universal Communication-Coordination
5. Movement of Youth Activities
6. Youth Development Center

B. SCHOOL PROGRAMS:

1. Youth Conference. The Capital Area Youth Forum, an outgrowth of the 1968 White House Conference on Children and Youth, conducted a full day, work-shop type conference on a Tri-County basis (FRANK, DAUPHIN, CUMBERLAND).

a. County Youth directly involved

90

b. County Youth indirectly involved through individual
School programs

1,580

TOTAL

1,670

2. Video-Tapes. A 1 1/2 hour video-tape was made of the all-day conference of the Capital Area Youth Forum and was shown during prime time on WITF-TV (Channel 3) one week later.
3. Questionnaire. A written survey of 60 questions was prepared by the 1968 Capital Area Youth Forum, tabulated by the Pennsylvania Department of Highways, and sponsored by the Harrisburg Patriot-News Company. It was given to a total of 1,663 students in 10th, 11th and 12th grades. The purpose of the survey was to assess youth values and to identify problems in different areas:

- a. General interests
- b. Scholastic
- c. Civil Rights
- d. National Problems
- e. Vietnam
- f. World Problems
- g. Drinking
- h. Drugs
- i. Sex
- j. Crime

Confidential individual school results were compiled and made available to responsible school districts for their own evaluation and follow-up studies. Collective results were compiled, distributed, and publicized for community action. The problems which

were identified were used as a springboard for study among the
1,663 Perry County senior high school students in the 1964
Area Youth Forum, which used as a theme "Bridging Gaps."

SECTION III

SUB-COMMITTEE FINDINGS OF FACTS

A. EDUCATION.

1. Lack of student voice and representation in school policy
2. Inadequate curricula and facilities to meet the individual needs of all students.
3. Inefficient use of school buildings in the community
4. Lack of depth in educational experiences *
5. Lack of qualified and dedicated teachers *
6. Need for a better grading system *
7. Segregated schools cheating Blacks of quality education *
8. Absence of Black studies in curricula *
9. Increased violent student protest on college campuses *
10. Slanted text books which give distorted descriptions of situations **
11. Lack of communication between school boards and students **
12. Lack of knowledge of educational changes on part of school boards **

B. HOME LIFE

13. Excessive parental authority over youth
14. Lack of individual freedom
15. Youth's attitude of "the more the merrier"
16. Strangeness between adults and youth
17. Insufficient guidance for lower socio-economic class individual
18. Differences of opinion between adults and youth on religion
19. Lack of youth understanding of family affairs

20. The over-education of parents about sex would be down to law especially in college education
21. Lack of trained social workers
22. Lack of, or too much spending of, money
23. Uninterest of some parents in education of children
24. Adults selling sex examples such as those
25. Poverty in the ghettoes *
26. Segregated housing *
27. Broken homes *

5. YOUTH VALUES

28. Youth's disregard of her/his traditional values in life
29. Youth's desire to please his/her "friends" more
30. Youth's difficulty in accepting the "traditional" position in the church
31. Youth's difficulty in placing the same value on sex as adults do
32. Youth's desire to be more self-reliant
33. Youth's unwillingness to conform to the "traditional" position
34. Youth's sense of acceptance of "free love" (sexual freedom)
35. Failure of the church to give youth the proper spiritual guidance
36. Youth's desire to work for sex rather than have sex without spiritual or moral
37. Failure to respect and value the family unit and the family as the basic unit of society *
38. The danger of splitting married couples in opposite directions (Black and white) *
39. Sexual discrimination in private clubs *
40. Increased rate of abortion
41. Increased availability and use of contraceptives *

- 42. Increased use of alcoholic beverages by youth *
- 43. Continuing population explosion, especially in ghetto and rural areas *
- 44. Misunderstanding and lack of trust among religious groups *
- 45. Lack of respect and support for police *
- 46. Lack of adult understanding and appreciation of the true "Hippie" philosophical ideals *
- 47. Lack of youth voice in government *
- 48. Increased civil disturbance in the name of dissent *

* Problems identified by Capital Area Youth Forum

** Problems identified by Tri-County (Perry, Dauphin, Cumberland) Committee on Children and Youth

2014.12.12

- or that they recognize the need for a substitute such as a "hotline"—a club of parents who spend their free time answering youth's problems by telephones provided for this purpose.
17. That a big brother system be created—a companion—advisor who is willing and qualified to offer assistance and advice to those who are socially and economically deprived.
 18. That religious services be changed to the trends of today and that the materials be brought up to date (*e.g., guitar and jazz services, and youth-led services).
 19. That youth be given more active responsibility in the affairs of the family.
 20. That parents and youth discuss youth's problems and desires, and that more guidance counseling be given in the high schools.
 21. That there be more trained social workers.
 22. That parents and youth develop a better understanding of family finances and budget.
 23. That the parent involvement segment of the Head Start program be expanded.
 24. That community gatherings of adults be created to discuss lessons on the pitfalls that destroy family life.
 25. That programs be increased to aid the poor, especially in the areas of housing and urban development, education of the young and old, on-the-job training, and a revision of the present welfare system; and that control over such programs be placed in the hands of those whom it directly effects and not in the hands of a bureaucrat in a government office. *
 26. That open housing legislation be initiated immediately. *

27. That another answer be found for broken homes other than imposing stricter marriage and divorce laws. *

YOUTH VALUES

28. That society as a whole follow "traditional" values, but that adults make an effort to understand youth's viewpoint.
29. That we realize the need of youth to gather in peer ("the-in") groups, and that schools and community organizations provide the opportunities and direction for these peer groups.
30. That the church and science accept a common denominator in matters pertaining to religion, and that the youth join the church only after he fully understands and accepts the vows to be taken.
31. That the church and parents motivate youth to accept God not as a "crutch" for failures but as a "team-mate" who can help the youth fulfill his dreams.
32. That adults give youth more responsibility at an earlier age.
33. That youth be given the opportunity to develop a better and more flexible "code of moral living."
34. That wholesome sex education be a part of the learning phases--home, church, school--of all youth.
35. That the church give specific answers to the puzzling questions of the young.
36. That youth be given the opportunity to choose his own values.
37. That we reject the simple acceptance of violence as a means of achieving an end.*
38. That Black and White must overcome their differences together and dedicate themselves to the common goals of mankind. *

39. That all minorities be treated as equals and that American life from universities to city to slums. *
40. That abortions be legalized to prevent crippling and deformities especially in cases of rape. *
41. That marijuana should not be legalized unless, perhaps, an age limit were set at eighteen and a drug control bureau were established to operate as the liquor control board does now. *
42. That the present legal age for drinking be maintained, but that society recognizes the problem that "age isn't stopping anyone." *
43. That federal, state and local governments make available birth control devices and family planning information for all levels of society.
44. That churches continue present loosely organized confederations such as the World Council of Churches, and that consideration be given to teaching courses of contemporary religions in all schools. *
45. That the police image be improved through education of citizens and through increasing the role of police participation in community activities. *
46. That adults try to understand and appreciate the ideals of the true "hippies" who dream of a truly better society. *
47. That the voting age be lowered to 18. *
48. That an arbitration board be created with the power to quash disputes of dissenters and to offer possible settlements within the frame work of our democratic process. *

* Recommended from the National Youth Forum

** Recommended from the National Youth Forum (Panel, Education, Human Development)
 KIDS ON CHILDS, THE YOUTH

B. SUMMARY OF ALLOCATIONS

1. Philosophical.

a. Recommendation	13
b. Recommendation	14
c. Recommendation	15
d. Recommendation	16
e. Recommendation	19
f. Recommendation	20
g. Recommendation	22
h. Recommendation	27
i. Recommendation	28
j. Recommendation	30
k. Recommendation	32
l. Recommendation	33
m. Recommendation	36
n. Recommendation	37
o. Recommendation	38
p. Recommendation	39

2. Legislative

a. Recommendation	25
b. Recommendation	26
c. Recommendation	40
d. Recommendation	41
e. Recommendation	42
g. Recommendation	47

3. Governmental Action and Appropriation

a. Recommendation	7
b. Recommendation	13

4. Strengthening Present Services

a. Recommendation	1
b. Recommendation	4
c. Recommendation	5
d. Recommendation	6
e. Recommendation	8
f. Recommendation	9
g. Recommendation	10
h. Recommendation	11
i. Recommendation	18
j. Recommendation	20
k. Recommendation	21
l. Recommendation	23
m. Recommendation	30
n. Recommendation	34
o. Recommendation	35
p. Recommendation	44
q. Recommendation	45
r. Recommendation	46

5. Creation of New Services

a. Recommendation	12
b. Recommendation	16
c. Recommendation	17
d. Recommendation	24
e. Recommendation	29
f. Recommendation	48

6. Requiring More Study

a. Recommendation	2
b. Recommendation	3

FOLLO, - UP

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LIST OF COMMITTEES

ADULT CO-CHAIRMAN

Major Carson E. K. Holman
Assistant to The President
Carson Long Institute
New Bloomfield, Pa. 17068
717-582-2121

YOUTH CO-CHAIRMAN

Stephen H. Fehnel
Box 192
New Bloomfield, Pa. 17068
717-582-2615

SECRETARY

Miss Harriet E. Summerville
Perry County Director
Department of Public Assistance
New Bloomfield, Pa. 17068
717-582-2127

PUBLICITY AND PUBLIC RELATIONS SUB-COMMITTEE

Mr. Richard M. Swank, Publisher
Duncannon Record & Perry County Times
428 North High Street
Duncannon, Pa. 17020
717-834-4616

YOUTH EXECUTIVE COMMITTEE

William Galic
375 North Fourth Street
Newport, Pa. 17074
717-567-6321

David H. Long
5 South Market Street
Millerstown, Pa. 17062
717-589-3631

Samuel J. McKechn
Box # 8, RD# 1
Blain, Pa. 17006
717-596-3118

Jeffrey D. Shaver
Box # 594, RD# 1
Duncannon, Pa. 17020
717-834-3535

EDUCATION SUB-COMMITTEE

ADULT CO-CHAIRMAN

Mrs. Allen K. Holman, Jr.
Hemlock Council of Girl Scouts
New Bloomfield, Pa. 17068
717-582-4355

YOUTH CO-CHAIRMAN

Nancy Berghaus
RD# 1, Shermans Dale, Pa. 17068
717-582-2719

HOME LIFE SUB-COMMITTEE

ADULT CO-CHAIRMAN

Mrs. J. J. Mitchell
Perry County Secretary
L-H Fund Advisory Board
RD# 1, Millerstown, Pa. 17068
717-589-3239

YOUTH CO-CHAIRMAN

Linda Snyder
New Bloomfield, Pa. 17068
717-582-2026

YOUTH VALUES SUB-COMMITTEE

ADULT CO-CHAIRMAN

Mr. Alvin W. Fuller
Assistant Superintendent
Public Schools of Perry Co.
New Bloomfield, Pa. 17068
717-582-2511

YOUTH CO-CHAIRMAN

Robert E. Hirsten
Carson Long Institute
New Bloomfield, Pa. 17068
717-582-2121

11-0013 (11-0013)

Daker, Jean D., Mrs. (Home Life)
Economic Opportunity Commission
301 Linden Avenue
Marysville, Pa. 17053

Benjamin, Charles E., (Youth Values)
Faculty Adviser
Capital Area Youth Forum
Newport Union High School
Newport, Pa. 17074

Eingaman, Rebecca Mrs., President
Perry Co. Christian Endeavor Assn.
RD# 2, Newport, Pa. 17074

Chandler, Roy F. (Home Life)
Special Education Dept.
Newport School District
RD# 1
New Bloomfield, Pa. 17068

Cressler, Helen Mrs., President
Perry Co. Federation of Women's Clubs
431 Walnut Street
Newport, Pa. 17074

Derr, Elaine Mrs. (Home Life)
Economic Opportunity Commission
RD# 1
Millerstown, Pa. 17062

Eppley, Maxwell D. Mrs., Director
Perry Co. Child Care Service
Court House Annex
New Bloomfield, Pa. 17068

Ewing, Howard F., Mrs. (Youth Values)
Faculty Adviser
Capital Area Youth Forum
West Perry High School
Ellittsburg, Pa. 17024

Fry, Frank L., President (Education)
Perry Co. Council of Churches
New Bloomfield, Pa. 17068

Fogleman, Mrs. John W., Member
Executive Committee
Perry Co. 4-H Fund Advisory Board
RD# 1
Loysville, Pa. 17047

Fuller, Alice M., (Home Life)
Head Start Program
Public Schools of Perry Co.
Court House Annex
New Bloomfield, Pa. 17068

Glassburn, Jack H., (Home Life)
Assistant Supervising Principal
West Perry School District
RD# 1
Ellittsburg, Pa. 17024

Gold, Rev. James H., Chairman (Youth)
Perry Co. District
Keystone Area of Boy Scouts
Ickesburg, Pa. 17037

Groninger, Miss Irene, Director
Perry Co. Community Action Center
Economic Opportunity Commission
112 North 2nd Street
Newport, Pa. 17074

Grove, Rev. Watson B., (Home Life)
Perry Co. Probation Officer
528 Lansvale Street
Marysville, Pa. 17053

Holman, Mrs. Allen W., Jr. (Home Life)
Hemlock Council of Girl Scouts
New Bloomfield, Pa. 17068

Holman, Major Carson E. H.
Hanson Long Institute
New Bloomfield, Pa. 17068

Healey, Paul F., Supv. (Youth Values)
Public Schools of Perry Co.
Court House Annex
New Bloomfield, Pa. 17068

Jones, Margaret H., Mrs. (Youth Values)
Faculty Adviser
Capital Area Youth Forum
Susquehanna High School
RD# 2
Uniontown, Pa. 17020

Kear, Donald G., District Chairman
District 14-C
Idene International
Luzerneburg, Pa. 17037

ADULT COUNCIL MEMBERS

Lichener, Robert G., Ass't Dir.
(Education)

Perry Co. Agriculture Ext. Assn.
8 South Carlisle Street
New Bloomfield, Pa. 17068

Mitchell, Mrs. J. J., Sec'y (Home Life)
Perry Co. 4-H Fund Advisory Board
RD# 1
Millerstown, Pa. 17062

Powell, Max R., Chairman
Perry Co. Board of Commissioners
Court House Annex
New Bloomfield, Pa. 17068

Reigle, Mrs. G. B., Co. Chairman
Hemlock Council of Girl Scouts
RD# 1
Marysville, Pa. 17053

Reisinger, Mrs. Wanda (Home Life)
Economic Opportunity Commission
Millerstown, Pa. 17062

Reze, Rev. Jay A., Pres. (Youth Values)
Ministerium of New Bloomfield
New Bloomfield, Pa. 17068

Smith, Glenn E., President
Perry Co. Sunday School Association
RD# 1
Loysville, Pa. 17047

Snyder, Roy F., Director
Perry Co. Agriculture Ext. Assn.
8 South Carlisle Street
New Bloomfield, Pa. 17068

Stollery, Peter L. (Youth Values)
Youth Development Center
Loysville, Pa. 17047

Summerville, Miss Harriet M.,
(Youth Values)

Executive Director
Perry Co. Department of Public Assistance
New Bloomfield, Pa. 17068

Swank, Richard A., Publisher

(Manager)
Duncannon Record & Perry County Star
433 North High Street
Duncannon, Pa. 17028

Weigle, John R., Supervising Principal
Greenwood School District
Millerstown, Pa. 17062

Williams, John R. (Youth Values)
Superintendent
Youth Development Center
Loysville, Pa. 17047

Yoder, Robert E. (Education)
Supervising Principal
Newport Union School District
Newport, Pa. 17074

Matts, Barton I.
Faculty Adviser
Capital Area Youth Forum
Greenwood High School
Millerstown, Pa. 17062

2001 BIRTHDAY

Baumback, Wendy 201 North 5th Street Newport, Pa. 17074	(Youth Values)	Drugherty, Linda RD# 1 Landisburg, Pa. 17037	
Belmont, Fran New Bloomfield, Pa. 17068	(Education)	Felner, Stephen H. Box 192 New Bloomfield, Pa. 17068	(Home Life)
Berghaus, Nancy RD# 1 Shermans Dale, Pa. 17090	(Education)	Fletcher, Joe 12 Locust Street Duncannon, Pa. 17020	(Education)
Boden, Andrea Ellittsburg, Pa. 17024	(Home Life)	Forbes, Melody Box 155 A, RD# 2 Newport, Pa. 17024	(Home Life)
Bower, Claudia RD# 1 Blain, Pa. 17006	(Education)	Gallo, William 375 North Fourth Street Newport, Pa. 17074	(Youth Values)
Bower, Michael L. Green Park, Pa. 17031	(Home Life)	Gantt, Reva Newport, Pa. 17074	(Youth Values)
Brinser, Steve Cabinet Member Capital Area Youth Forum 306 North 5th Street Newport, Pa. 17074	(Education)	Gill, James E. Carson Long Institute New Bloomfield, Pa. 17068	(Youth Values)
Buffington, Bill 150 North 2nd Street Newport, Pa. 17074	(Education)	Gray, Alvin RD# 1 Laysville, Pa. 17047	(Home Life)
Burkholder, Gay New Germantown, Pa. 17071	(Education)	Hagerton, Robert G. Cabinet Member Capital Area Youth Forum Carson Long Institute New Bloomfield, Pa. 17068	(Youth Values)
Cathcart, Andrew Carson Long Institute New Bloomfield, Pa. 17068	(Youth Values)	Hagerton, William H. Carson Long Institute New Bloomfield, Pa. 17068	(Education)
Carns, Barbara RD# 2 Newport, Pa. 17074	(Home Life)	Harts, Jeanie RD# 1 Duncannon, Pa. 17020	(Home Life)
Carlus, Jack Box 24 Newport, Pa. 17074	(Home Life)	Jackson, Stanley R. Carson Long Institute New Bloomfield, Pa. 17068	(Home Life)
Dissinger, Bill 629 High Street Duncannon, Pa. 17020	(Education)		

YOUTH COMMITTEE MEMBERS

Keller, Jeff Youth Development Center Loysville, Pa. 17047	(Youth Values)	Owen, John E. New Bloomfield, Pa. 17068	(Youth Values)
Keller, Randal 110 North High Street Duncannon, Pa. 17020	(Education)	Pandolfi, Gary F. Youth Development Center Loysville, Pa. 17047	(Youth Values)
Leiter, Steve L. New Bloomfield, Pa. 17068	(Youth Values)	Phillips, Daryl W. Marysville, Pa. 17055	(Home Life)
Lepere, Judy New Bloomfield, Pa. 17068	(Youth Values)	Rahn, Vicki Main, Pa. 17006	(Home Life)
Leyder, Don W. New Bloomfield, Pa. 17068	(Youth Values)	Seiber, Gordon Box # 4 Newport, Pa. 17074	(Education)
Long, David 5 South Market Street Millerstown, Pa. 17062	(Home Life)	Shepper, Jeffry D. Box # 594 RD# 1 Duncannon, Pa. 17020	(Home Life)
Markle, Yvonne RD# 1 Liverpool, Pa. 17045	(Home Life)	Shull, Norman RD# 1 Newport, Pa. 17074	(Education)
Miller, Sallie RD# 2 Newport, Pa. 17074	(Youth Values)	Sites, Shelia RD# 1 New Bloomfield, Pa. 17068	(Education)
Morrow, Fred Cabinet Maker Capital Area Youth Forum RD# 1 New Bloomfield, Pa. 17068	(Youth Values)	Smith, Jane E. Loysville, Pa. 17047	(Youth Values)
Murtoff, Jenny Loysville, Pa. 17047	(Youth Values)	Snyder, Linda 40 East Main Street New Bloomfield, Pa. 17068	(Education)
Moore, William J., Jr. Mercersburg Academy Mercersburg, Pa. 17236	(Youth Values)	Thomas, Linda Elain, Pa. 17006	(Education)
McKeehan, Samuel J. Box # 8, RD# 1 Elain, Pa. 17006	(Home Life)	Watson, Rick L. New Bloomfield, Pa. 17068	(Home Life)
McKillen, Lynn D. RD# 1 Loysville, Pa. 17047	(Home Life)	Woods, Dorie Elain, Pa. 17006	(Education)
		Vaughn, Cindy RD# 1 Scherons Dale, Pa. 17098	(Education)

YOUTH COMMITTEE MEMBERS

Whitman, Barton W. (Home Life)
Carson Long Institute
New Bloomfield, Pa. 17068

Wilson, Gordon L. (Youth Values)
Youth Development Center
Loysville, Pa. 17047

Wolbert, Kris (Education)
Cabinet Member
125 North Gibson Street
Duncannon, Pa. 17020

Zaring, Mary (Home Life)
Chestnut Street
Liverpool, Pa. 17045

Zeiders, David (Youth Values)
Cabinet Member
Capital Area Youth Forum
AD# 1
Millerstown, Pa. 17062

MAJON COUNTY ORGANIZATIONS PARTICIPATING

Agriculture Extension Association
 Board of Commissioners
 Carson Long Institute
 Capital Area Youth Forum
 Child Care Service
 Christian Endeavor Association
 Council of Churches
 Department of Public Assistance
Duncannon Record newspaper
 Economic Opportunity Commission
 Federation of Women's Clubs
 4-H Fund Advisory Board
 Greenwood School District
 Head Start Committee
 Heacock Council of Girl Scouts
 Keystone Area of Boy Scouts
 Lions International, District 10-F
 Loysville Youth Development Center
 Newport Union School District
 Ministerium of New Bloomfield
 Office of The County Superintendent of Schools
Perry County Times newspaper
 Probation Office
 Sunday School Association
 Susquehanna School District
 West Perry School District

APPENDIX C

ACKNOWLEDGMENTS

1. Perry County Department of Public Assistance for advisory and clerical assistance
2. Perry County Office of The U. S. Soil Conservation Service for statistical data
3. Perry County Commissioners for statistical data
4. Duncannon Record and Perry County Times for newspaper coverage
5. Capital Area Youth Forum for summary report of problems and resolutions
6. Tri-County (Perry, Dauphin, Cumberland) committee on Children and Youth for sub-committee findings and recommendations.
7. Tri-County (Perry, Dauphin, Cumberland) Regional Planning Commission for statistical data

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Philadelphia

THE REPORT ON
PLANNING PHILADELPHIA'S PARTICIPATION
IN THE
1970 WHITE HOUSE CONFERENCE ON
CHILDREN AND YOUTH

County Co-Chairmen:

Judge Clifford Scott Green
J. Pennington Straus, Esquire

Youth Co-Chairmen:

Anita Polish, Temple University
Mark Cohen, University of Pennsylvania
Everett Jones, Edison High School
Mike Welmon, St. Thomas More High School

Staff Consultant:

Mrs. Sylvia Carothers
Consultant, Children's Services
Health and Welfare Council, Inc.

July 19, 1969

Mr. Samuel W. Watts, Jr.
Region I Chairman
Committee on Children and Youth
1970 White House Conference

Dear Mr. Watts:

The heart of the Philadelphia report is Section III.

Here, Philadelphia youth has spoken. Spoken, not with absolute finality, but spoken with insight, enthusiasm, and honest conviction. Three subcommittees, one on youth values on problems of the city and society, one on education, and one on family life, produced Section III after a series of meetings attended by youth, white and black, had led to and formed the conclusions. The language is the language of youth. The observations made and the conclusions reached are the invigorating product of young people.

It is the hope of the Chairmen that this voice of youth will be heard, and listened to, in all its criticism and militancy.

As pointed out elsewhere in the Philadelphia report, the participation of youth in all Philadelphia meetings was at least fifty per cent and, in some cases, youth substantially predominated. Students from many of the Philadelphia high schools and from the colleges and universities in the Philadelphia Metropolitan Area made up the group. The mixture was approximately 50-50 black and white. There was not actual representation of every ethnic group in the Greater Metropolitan Area such as Puerto-Rican or Asian. The Committee did recognize the existence of the various ethnic groups in the community, and, in the statements which were made, an effort was extended to cover the interests of all levels.

At the early stages of the meetings there was confrontation between black and white, and between youth and adult members. There were extremists at the meetings who made their views heard with high fidelity, over amplified; but as meeting succeeded meeting it was interesting to note that the extremes began to draw toward a middle ground. Angry disputation developed into measured debate, and debate into consensus which was then reflected in the subcommittee reports.

It is the conviction of the Chairmen that if the dialogue, which has been established among the young people who have participated in this work, can be maintained, the Philadelphia community will benefit in growing measure. The dialogue should be continued, not only among youth, but between youth and adult leadership, where crisis threatens the stability of contemporary society.


The beginning of this challenging dialogue is, perhaps, the most important achievement of the Philadelphia Committee, and the Chairmen recommend that the youth groups which have been brought together continue, and that a proper vehicle will be created to make possible that continuation. While legislation might be sought to create the vehicle envisioned, it might better be produced through existing agencies, such as the Health and Welfare Council. It will be most effective if the meetings remain largely unstructured and voluntary, giving all the youth of the Philadelphia Metropolitan Area an opportunity to participate in discussions which will lead hopefully to action. These young people are demanding a vote and a part in the political, educational and social organizations which control their lives. They have demonstrated a knowledge and motivation surprising for their years. They must be given recognition.

Finally, there can be no reading of these subcommittee reports without recall of the Kerner Report. In our judgment it is essential that far more attention be given to the Kerner Report, and that it be given at the state level. The most urgent need is housing. It is our recommendation that at the state level, administrative and legislative steps be taken to solve the housing problem of the Greater Metropolitan Philadelphia Area on a regional basis which would include the entire "Standard Metropolitan Statistical Area" as defined in Appendix 1 of the report. This, of course, means, ultimately, the involvement of counties other than Philadelphia, and likewise the State of New Jersey with its counties contiguous to the Philadelphia Metropolitan Area, namely Gloucester, Camden and Burlington.

We are confident that a regional approach in the fields of housing, employment and education will bring our citizens together in one excellent community and bring to a halt our present trend toward two separate communities - one black and one white.

Sincerely,


JUDGE CLIFFORD SCOTT GREEN,
Co-Chairman


J. PENNINGTON STRAUS, ESQUIRE
Co-Chairman

A D D E N D U M

Please note that the following numbered pages be designed
as follows:

<u>PLEASE CHANGE PAGES</u>	<u>TO PAGES</u>
18 - 23 (Section III.)	4 - 9
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SECTION I

Description of County

- * Excerpts from "Guidelines for Action"

Population Growth and Distribution

Regional Profile

- * Census Data

* See Appendix.

SECTION I

DESCRIPTION OF COUNTY

The Philadelphia Committee felt that the description of Philadelphia as contained in the Health and Welfare Council Guidelines for Action, published March 1969, was an excellent portrayal of the characteristics of the County. Guidelines describes Philadelphia in the context of a "metropolitan area..... within the framework of a wider metropolitan development" or urban region. This definition is appropriate to our purpose, and was developed by local groups, some of whom were members of the Philadelphia County Committee. (Judge Green, the Philadelphia Committee Chairman, was Chairman of the Task Force on "Families and Individuals with Problems" and Mrs. Sylvia Carothers, our Staff Consultant, was also Staff Consultant for that Task Force.) Therefore, we include in our Appendix I the pertinent segment from Guidelines as a valid way for us to designate Philadelphia County.

SECTION II

County Organization

SECTION II

PHILADELPHIA COUNTY ORGANIZATION

A. Types of Meetings and Number of People attending:

	<u>No. of Meetings</u>	<u>No. Attending</u>
Planning Meetings	15	75
County Meetings	3	212
Sub-Committee Meetings	<u>12</u>	<u>150</u>
TOTAL	30	437

B. Participation

Planning meetings had a higher degree of consistency of participation than the County and Sub-Committee meetings. That is, the same people attended the planning meetings, whereas some new faces appeared almost each time among the young people and adults who attended the County and Sub-Committee meetings. There were representatives from every major element in the community.

C. Approximate Percentages of Participation

Youth	50%
Adults	50%
Minority Groups	40%
Professionals	30% *
Parents	undetermined **
Poverty Level Population	undetermined **

* It should be noted that many of the professionals were attending because of an individual interest in the Conference, and not necessarily as official representatives of their organization.

** Although parents and poverty level participants did attend, exact figures are not obtainable.

SECTION III

Sub-Committee Reports

Introduction

**Youth Values on Problems of the City
and Society**

Education

Home and Family Life

In Conclusion

SECTION III

SUB-COMMITTEE FINDINGS

The following three Sub-committee Reports were written by the youth charimen and co-chairmen, with guidance only from the adult consultants. Two college youth pulled the entire report together. *

A. Report of Sub-Committee on YOUTH VALUES ON PROBLEMS OF THE CITY AND SOCIETY **

At the initial meeting of the Philadelphia County division of the Regional Section for planning for the White House Conference on Children and Youth, there was an excellent attendance. So many people were interested in the group, originally titled Human Values, that it was necessary to divide it. The members of the entire group included many who were conservative, many who were liberal, some self-centered, and others altruistic, and a substantial number of those who accepted a middle view. All of these were represented in the sections in Human Values. During the initial sessions, there was a great deal of hostility, and many clamorous voices were heard. The process of group dynamics was evident over the several months of meetings and discussions. By March, the more extremist groups, both liberal and conservative, had left. This report is the result of adults and youths, white and black, thinking together, working together and seeking to define problems and suggest workable solutions. The results are as follows.

One of the first problems taken up was the title "Human Values." This was found to be indefinable since values change as maturity develops and new responsibilities are accepted. As a result, the decision was made to focus on Youth Values on problems of city and society. This decision foreshadowed the substructure problems which were subsequently discussed. In the four problem areas which the committee discussed, a recurrent theme was the desire on the part of the youth to participate in the formation of the community standards. Although we have tried not to overlap the areas of education and home and community, we have taken note of several points not covered in their preliminary report which we feel to be worthy of comment.

Voting

The problem of excluding youth from the political process was brought up as a major issue. Basically there were two reasons for the depth of the concern. First, is that the youth are fighting for their government and therefore feel that they should have something to say. Second, students feel that part of the American ideal is those that are to participate in the world of tomorrow should be permitted to participate in the decisions that shape this world.

Everyone, adult and youth, were stimulated by the evident desire for peace and the belief that the goals of the military should focus on achieving and maintaining peace.

The opposition to the war in Viet Nam in particular, was not from fear of fighting or dying, but from a willingness to speak against what they consider a

* Miss Anita Polish and Mark Cohen, members, State Committee on Children and Youth, also members of the Philadelphia Planning Committee.

** Written by: Mark Kinchloe, Chairman
Everett Jones, Co-Chairman
Mr. Ned Wolf, Adult Consultant
Mr. Fred Greenwald, Adult Consultant

wrong war. Concern about the war was heightened by the feeling that the draft was undesirable as presently constituted. There was strong feeling that all the efforts of our country should be focused on solving our own domestic problems before assisting another country in war.

Education

Another major issue was the feeling of disassociation from the educational process. It was generally agreed that youth did not have sufficient opportunity to participate in making decisions. This was thought to be relevant not only to curricula development but to procedural matters governing clothing and other social regulations as well.

The implications of this type of participation extend to the need for better communication between youth and adults in both teaching and administrative matters. In line with this, we suggest the development of informal youth-adult meetings to discuss problems that have been recognized in school or in the community generally.

Police

Police are the most immediate and dramatic example of conflict between adult and youth. The general feeling expressed by the group is that the police feel as if they are sacred. The group depicted the police as brutal, self-centered, perverted, unjust, disrespectful, and a group who abuse power and authority vested in their office. At the same time, recognition was given to the need for police for protection of everyone. This is not as paradoxical as it seems. Two definite realities were presented as distinct problems; the solution to which necessarily will require communication and cooperation on the part of both police and community. The further related need for changes in attitudes on the part of both the police and the people of the community was also recognized.

Solutions -- The thrust of efforts in both the areas of education and police-community relations must begin with the most natural resource available to the youth; the family. Strong family groups will give the youth physical and emotional security as well as models to guide them into constructive relations outside the home. Thus, the first series of solutions reflect on the need for strengthening the family.

In this area the most critical and primary need is for enough money to buy food, clothing, and shelter. At the same time, however, the money should not come in as a dole. This requires creation of adequate numbers of jobs, work training programs as well as assurance of equal opportunity. This also requires the full cooperation of industry which can in turn benefit by the increased purchasing power which will be available in the community. Finally it must be recognized that unless minority groups, generally, are free from discrimination and are brought into the political and economic community in a meaningful way, the self-respect of the family groups can not be expected.

The second series of suggestions relates to ways in which youth can participate directly in running the institutions which affect them. Mention has already been made of lowering of the voting age. More immediately, however, youth can be involved much more extensively in

decision making in their schools. Specific Federal training programs should be developed to train youth and to encourage them to participate. Finally programs should be developed to encourage youth and community involvement in law enforcement; develop models for police accountability; professionalize the training of police so they may be aware of and prepared to cope with the social problems in the community; and finally, develop training programs and encourage non-professional participation in law enforcement and corrections.

In summary, it was the consensus of the group that the community and our country have not provided adequately for youth. The highly motivated and searching youth are too often denied adequate educational activity or are subsequently cut off from meaningful employment. The youth in trouble are subjected to overloaded, frequently arbitrary judicial systems which have little to offer them, even when they seek to be constructive in their decision.

The nation needs to make a commitment to its youth; not of its youth. The resources of the country must be bent toward providing the solutions to the above.

EDUCATION *

Education has been a reflection of middle class white American society. The students that compose our school system come from diverse backgrounds and therefore, not all of them can associate with this way of thinking. Schools mold their students and make them conform to many ideals which they follow most of their lives. Many times, these aren't realistic views, nor are they the result of a students' originality. Education should broaden itself to include the cultures of all the people and prepare a student to think objectively and sensibly, to feel, hear and communicate.

There is talk of physically desegregating schools, but we should first try to desegregate the minds of the students, and educate them to see what is wrong in this society and work to change it.

Knowledge is necessary to break down oppression, but schools don't always give their students the essential knowledge and skills necessary to relate and deal with the problem of society.

The following proposals are an attempt to improve the education and change its philosophy in this city.

1. World history and American history courses should include the cultures of all the groups that make up the world and this country.

We have been exclusively taught American-European history without much regard to the other continents.

Black culture must be looked at positively. Accomplishments that black people have contributed to our world should be stressed and their early civilization should be shown as a productive and

* Written by: Gary Easterling, Chairman
Miss Helen Faust, Adult Consultant

equal one. Through an honest presentation of the facts, we hope that a true and relevant American and World history will evolve.

2. There should be more interaction between the teachers and students and the students themselves. Along with the interaction, there is need for more controversial courses (i.e. religion, racism, urban problems, drug addiction, etc.)

To allow for a freer discussion, many teachers will have to be sensitized and/or re-educated to deal with their students objectively and openly.

3. All instructional media (textbooks, films, etc.) used in our schools must present the accomplishments of all the American people. For too many years, there were implications of but one society of people in America.

4. Our marking and testing system must be revamped and we must devise ways to encourage learning for its own sake.

5. There is a need for more curriculum choices (i.e. Social Sciences, Business Math, etc.). We must expose our children to contemporary authors and ideas along with black authors.

6. We will have to distinguish between disruptive and disruption, and investigate the reason behind why a student is disruptive (i.e. Is dissent necessarily the sign of a disruptive student??). By the way, what is a disruptive student?

7. There is a need for more black people in all levels of our educational system (more department heads, principals, district superintendents).

8. The question of whether or not slow learners should be separated from the more intelligent was brought up, but not discussed in great depth.

9. Education should be set at top priority in our country. By enhancing it you will enhance all our fields of research with better qualified people.

10. Students should be told what the counselor is for. The counselor should guide the students toward course selections which are relevant and will prepare the student for something in life.

We need more counselors to deal with social attitudes, course selection, college guidance and what questions to ask your counselor. Counselors should try their best to guide and round each student.

After thought:

It was interesting to note that after the first two of our four meetings, the adults stopped coming and the white representation dwindled to one.

HOME AND FAMILY LIFE *

The early meetings of our committee were marked by the ventilation of racial hostility and an atmosphere of alienation and distrust between the various elements. Some of the participants found the tensions intolerable, but those who remained came to terms with their differences and joined together to consider the problems before us.

The generation gap is a well recognized barrier of communication between youth and their elders, but it is comprehensible, and, in a sense, natural, since it is related to a natural and inevitable chronology.

For more than twenty years we have lived under the threat of mass annihilation by atomic weapons. No day in our life is free of that persistent, low keyed note of terror.

Further, and perhaps related to the over-riding nuclear fear has been, in the last few years, an enormous increase in what might be termed "individual violence" -- violent acts upon people, even children, perpetrated by individuals or small groups.

Aggression, thus, prowls both the international scene and the domestic scene, and threatened the health and safety of all our children.

We regret the fact that few people, who are in a position of leadership or power, have any idea of the basic problems that are plaguing our society. Too few people dealing with the problems of human suffering have any real connection with the people who are suffering.

There seemed to be significant agreement on the fact that most of our problems today have to do with white racism, poverty, and indifference.

Young people of this generation are convinced that our system is corrupt. They feel that we have two alternatives. One is to tear the system apart and start all over again; the other is to work together to revise the one that we have.

As time went on, the meetings became more and more constructive. Most of the frustration, confusion, disagreement, and misunderstanding had given way to an open exchange of ideas.

In answer to the young whites who asked what and how they could do something to help resolve problems of blacks, it was recommended that:

1. Committee participants must inform their own families and close contacts about the discussions we have been having.
2. In school, through special programs, information about problems of the Ghetto must be presented. We must study more about the history of each other.

* Written by: Brenda Gaskins, Chairman
Robert Todd, Co-Chairman
Mrs. Patricia J. Clifford, Adult Consultant

3. Parents in their everyday work associations must try to change racist habits around them. They must see that discriminatory practices and policies are eliminated.

4. Attitudes must be changed, if we expect to learn how to live in the same world. Remember that blacks can not do this for white.

In answer to how blacks respond to the problem, it was concluded that blacks must:

1. Develop a sense of identity. Black men, particularly, must work to develop black leadership and the skills that will make it possible for them to support their families with dignity and pride.

2. Understand the realities of the system, in which we live, and learn to deal with it effectively.

3. Determine once they have gotten on their feet, to help, and not exploit their less fortunate brothers.

Specific Recommendations

1. Plans for comprehensive child care should include health services to the entire family.

2. Television shows depicting black family life should include a male as the head of the household.

3. Television should include black people in areas other than entertainment, sports, or commercials.

4. White people must become more sensitive to the needs of black people.

5. White people must learn how to communicate with black people without offending them.

6. Black people must be drawn closer to the mainstream of American life and aspiration.

7. We must find more satisfactory ways of involving black males in leadership roles.

8. Community services must grow out of people's needs rather than other people's guilt feelings, self-interest, or aimless bureaucratic proliferation.

9. Since the history of the black man has been written out of American history, it must be restored. It should not be treated in isolation but as a part of the total picture. Since adequate textbooks for this purpose are not immediately available, courses in the history of the Negro in America should be taught now to all teachers and students.

10. Family planning information should be offered and made available to all families whether they request it or not.

11. People must be taught to love themselves, i.e. to develop feelings of self-esteem and confidence.

12. The law must restudy its obligation to children.

13. The voting age should be lowered to eighteen. Young people feel very strongly about the right to vote. They think that if they have a part in selecting the leaders of our country, they will also have a way of determining its policies.

14. Institutions that tend to destroy family life must be changed or done away with altogether.

15. Services to people in need should be more widely publicized.

16. Community planning programs must be designed in such a way as to prevent family breakdown, for once a family is torn apart, it is very hard to put it together again.

17. High school students should go into the homes and schools to work with the younger children. They should share with them their good experiences about life and also tell them about the realities of life and how they must deal with them.

18. White people must stop coming to black people for strength and encouragement. They must set their own house in order. They must help each other to become more humane.

IN CONCLUSION

The preceding proposals are not a panacea. They do not give a detailed cure to the problems of our society. This, we feel, does not represent a failure: the students and adults came together as concerned citizens, not legislative experts. Others, especially the Kerner Commission and the Health and Welfare Council's "Guidelines for Action," have given a detailed indictment of the problems of American urban society. These reports are important because they prove that people care.

SECTION IV

Follow Up

Excerpts from "Guidelines for Action"

Goals:

Sufficient Income

Safe, Sanitary, Uncrowded Housing

Quality, Integrated Education

Resources for Health and Social
Well-Being

Community Involvement

SECTION IV

FOLLOW UP

The Philadelphia Committee felt that its recommendations for Follow Up were in harmony with the Guidelines for Action as expressed in its statements of "Goals and Guidelines" and therefore is including them herewith. These Guidelines are summarized under such headings as Income, Housing, Education, Health and Social Well-Being, and Community Involvement. In many ways, they emphasize the same concerns which were expressed repeatedly in Philadelphia Committee meetings. For example, these three statements could have been taken from Minutes of almost any Philadelphia Meeting:

- 1) The emphasis on the problems of poverty and race point to a need for major departure from the traditional way of delivering services.
- 2) Guidelines clearly endorses the involvement of poor people and black people in programs affecting them. It calls for a degree of involvement far exceeding the traditional practices of representation and integration.
- 3) Guidelines calls strongly for broad-based support for services and agencies that can be brought to bear on the major social problems of the day.

We feel that the recommendations contained in the Guidelines for Action should be given most serious consideration at the State level.

GOAL

THAT ALL PEOPLE HAVE SUFFICIENT INCOME to provide themselves with adequate nutrition, clothing, suitable housing, health care, education and training, and recreational and cultural pursuits.

GUIDELINES

1. Maximum public and private efforts should be made to develop jobs, to open housing, and to provide the means of getting to and from work, so that center city residents will have the opportunity to work throughout the region.

2. Efforts to attract and develop employers should be made throughout the region, including the ghettos, and employers should hire black workers who do not meet all the traditional criteria and promote those who demonstrate ability.

3. Government at all levels should accept responsibility for providing or causing employment when private employers cannot do so; i.e., government must become the guarantor of employment.

a. Orientation and training programs should be continued and expanded under the auspices of and through financing by both public and private agencies, but government has the ultimate responsibility for such programs.

b. The federal government should establish a national manpower and employment organization.

c. On the regional level, there should be a single agency to coordinate manpower programs, at least within the City of Philadelphia.

4. The extent of poverty must be measured in areas of the region at

intervals of less than 5 years. Employment data should be obtained from areas with serious unemployment and sub-employment every six months.

5. The statutory minimum wage should be raised currently and periodically hereafter, so that a person working full-time at the minimum wage will annually receive at least \$1,200 above the poverty level for a family of four.

6. Since 80% of the children on public assistance are legitimate, and the illegitimacy problem cannot be solved by denying food, clothing, or shelter to the illegitimate child; and since more than 90% of public assistance recipients are aged, children, or persons too disabled to work, and the majority of the remainder are unemployable, the prevailing attitude toward public assistance recipients must be changed.

a. Public assistance grants should be raised to a level which does not require the recipients to live in poverty and below the minimum standard for health and decency, and they should be adjusted according to the changing costs of living in the future.

b. Pennsycare, the state medical assistance program, should pay full costs of outpatient visits, dental care, and home nursing care.

c. Public assistance programs should be administered in accordance with the humane and liberal standards established by law and regulation.

7. The State and City Welfare Departments must take immediate steps toward combined operation of related services.

8. A multiple approach to alternatives of income maintenance and supplements to the current public assistance program is recommended. A multiple approach should include various current proposals, such as a guaranteed annual income and family allowances, along with augmented social security benefits.

GOAL

THE AVAILABILITY TO ALL PEOPLE OF THE CHOICE OF SAFE, SANITARY, UN-CROWDED HOUSING in a suitable environment consonant with their financial capacity.

GUIDELINES

1. The key to solving the housing problem in the region is a federal housing grant program to close the gap between the cost of housing and the amount poor families can pay. The grant should be based on family size and income and the cost of housing available on the private market.

2. Reducing and ultimately ending massive racial segregation, with the immediate objective of ending the containment of the ghetto, should be the overriding goal of both public policy and private programs. This includes such measures as the following:

a. Eliminating all practices of discrimination in the rental, sale and financing of housing.

b. Persuading agencies of state and local government, including those in the suburbs, such as planning, renewal, housing and zoning, to promote racial inclusiveness throughout the metropolitan area.

(1) The state should determine, through appropriate sanctions or incentives, measures which will encourage development of housing available to families with annual incomes of \$8,000 or less.

(2) County and municipal governments should take whatever action is necessary, revising zoning and building regulations; for example, to allow public and private builders to develop low

and moderate cost housing.

c. Generating voluntary fair housing and related activities so that racial inclusiveness is fostered by local groups in every neighborhood.

d. Developing activity among both nonprofit and profit-motivated developers so that racially inclusive low and moderate income housing is built and structurally sound housing rehabilitated in all sections of the region.

e. Developing effective marketing machinery to offer homes to blacks in every income range in all sections of the region.

3. The federal government should greatly expand and liberalize its programs to guarantee long-term, low - or no down-payment - loans on existing structures, provided the contemplated cost and terms of payment bear a reasonable relationship to the value of the house and the mortgagor's present and anticipated income and expenses.

4. Adequate minimum standard housing codes should be adopted throughout the region with vigorous enforcement of those codes. Provisions should be made, where necessary, for financing of needed repairs and for relocation of those displaced into satisfactory housing within their means.

5. Urban renewal programs, including those for the demolition of vacant and abandoned structures, should be undertaken in older and substandard neighborhoods throughout the region. Accompanying planning for physical renewal of neighborhoods should be plans for dealing effectively with social and economic problems of their residents -- provision of adequate relocation housing and relocation assistance.

6. As an integral part of enabling families to take advantage of opportunities to obtain better housing and widening housing choice, housing

information and counseling services should be provided by a variety of public and private agencies throughout the region.

GOAL

PROVISION OF QUALITY, INTEGRATED EDUCATION which includes the opportunity for children of all racial, religious, economic, and social backgrounds to benefit from the resources of the region.

GUIDELINES

1. The educational system must be geared toward the development of maximum potential of the individual child, including a meaningful identification with his own cultural heritage.

2. Meaningful community participation is recommended as a means for greater likelihood of achieving the goal.

3. Non-curricular programs administered by school systems should be effectively related to the total human resources service system; e.g., community schools to public and private-sponsored multi-service centers.

4. The principle embodied in the goal should be one of the important criteria employed in qualifying school systems for federal and state subsidies.

GOAL

PROVISION OF THE RESOURCES AND PROGRAMS NECESSARY TO MEET THE NEEDS OF PEOPLE FOR HEALTH AND SOCIAL WELL-BEING.

GUIDELINES

A. The highest priority for public and voluntary programs must be given to the densely populated, low-income areas of the region's older cities. Planning bodies and funding sources should develop and adopt criteria for priority setting in these areas.

B. Continual evaluation of current services should identify those agencies which are best equipped to provide programs in each area. The inadequacy of the current system of agency structure and administration in meeting the needs of people requires major changes far beyond that which agencies and many community leaders have been willing to accept to date. The following are examples of needed aggressive programs to remedy this situation:

1. Consolidation of Agencies

- a. In the family and child welfare field, a smaller number of larger agencies would be better equipped to develop needed new patterns of service.
- b. The suburban voluntary nursing agencies should merge, at least on a county basis.
- c. A reorganization and redistribution of settlement houses and kindred services is required in order for viable programs to be carried out effectively and efficiently.

2. Relinquishment of full autonomy by agencies when required in accordance with accountability to the larger community.

3. Joint Planning and Cooperation Which Produces Meaningful Results. For example:

a. The Philadelphia Department of Public Health and hospitals should determine services which could be delivered more effectively at the neighborhood level.

4. Greater Integration of Specialized Services with the Total Community System of Services. For example:

a. School health services should be reevaluated to insure continuity of care and a focus on child growth and development as opposed to a variety of health appraisal activities.

b. Nursing homes should affiliate with hospitals.

c. A new public system of extended care services for the chronically ill and nursing home services for the ill aged should be provided.

5. Full Exposure and Adaptations to Consumer Concerns and Needs by Agencies.

C. Those programs which cannot adjust to meet current and future needs should be discontinued.

D. The United Fund should re-orient its allocations system from a deficit-financing basis for individual agencies to a classification of needs based upon program and geographic areas. Priorities for funds should be based upon an appraisal of urgency of need and gaps between needs and services. For example:

1. The allocation of flat grants to hospitals by the United Fund is a holdover from the past and should be discontinued.

2. A determination should be made as to the amount of the proposed budgets of all service agencies receiving allocations from the

United Fund, which, on a needs-priority basis, ought to be financed through fees and sources other than an allocation from the United Fund.

3. Where the United Fund is financing services mandated by or deemed the responsibility of government, the guideline is -- The priority of voluntary funds is for action programs leading toward government financing those necessary services, rather than voluntary funds being used to provide service.

E. Because of the limited availability of trained personnel and the present employment problems of inner-city residents, roles should be re-defined for professionals and paraprofessionals to help fill vacancies in public and voluntary programs.

F. Greater use should be made of all existing facilities, such as churches and schools, to meet program needs in all areas of the region. Future construction of such facilities should be designed for multi-purpose use during all hours that people have need of their use, especially in inner-city areas where facilities are least available.

G. When purchase of service is contracted between public and voluntary agencies, full cost of the service should be paid by the public agency. The state should match each county's approved expenditures for child welfare services on a 50-50 basis, as authorized by state law, to facilitate the provision of quality services on an equal basis for all children under care.

H. Many services are needed on a 24-hour-a-day basis or at times other than between 9 a.m. and 5 p.m., such as the following:

1. Around the clock -- emergency and outpatient medical services, care of children, handicapped, and older adults; food, clothing, and shelter.

2. After 5 p.m. for those who, because of work or other valid reasons, cannot obtain them during the day -- all types of social services.

3. For persons who work "swing" and "graveyard" shifts -- all kinds of group and recreation services.

I. All agencies, public and private, should have low-income consumer representation participating at the policy level.

J. A network of community advocate consultants, operating from their respective homes, should be developed on a demonstration basis.

K. In addition to the needs of sufficient income, adequate housing, and quality education, there are a number of services, sometimes called social utilities because of the role they serve, which have not kept pace with the established need for them. These services include:

Day Care

Homemaker Service

Family Planning Services

Social Services for Delinquents and Adult Offenders

Services for Unmarried Mothers

Facilities for Emotionally Disturbed Children

Foster Homes of Both Races for Negro Children

A Range of Services for Older Persons

A Public Service for Handicapped Children

Gaps between need and available service in these areas should be filled.

L. A central source of data should be developed to be used by information and referral centers throughout the region. Relevant data from the various centers should be collected and made available for planning purposes.

GOAL

THE INVOLVEMENT OF PEOPLE IN THE DEVELOPMENT AND MAINTENANCE OF A COMMUNITY ENVIRONMENT WHICH MEETS THEIR NEEDS.

GUIDELINES

1. The rising expectations and legitimate demands of people reemphasize the need for voluntary seed money to help finance non-imposed community involvement by self-determining groups. It is recommended that a central organization to provide developmental funds for community involvement be established. This organization should be incorporated and have a board of directors, with the majority being representative of leaders of low-income areas and persons representing specific groups in the areas. Initially, the organization should concentrate on providing funds for community involvement staff in low income areas. The United Fund should be one of the sources of income for this development effort.

2. There is a need for the United Fund to continue support for sound and relevant services which the community organization agencies it is now financing provide and, on a selective basis, to provide expansion funds for services which will be relevant and meaningful.

3. In order to bring about more effective communication between agencies and consumers in the community served, local residents, including consumers, should have meaningful participation on boards of directors and committees of public and voluntary agencies serving the particular locality.

4. Agencies and organizations providing community organization services should offer their help in the development of new community groups and maintain liaison when interpreting their services or programs to the community, and when researching the kinds of services or programs the communities need.

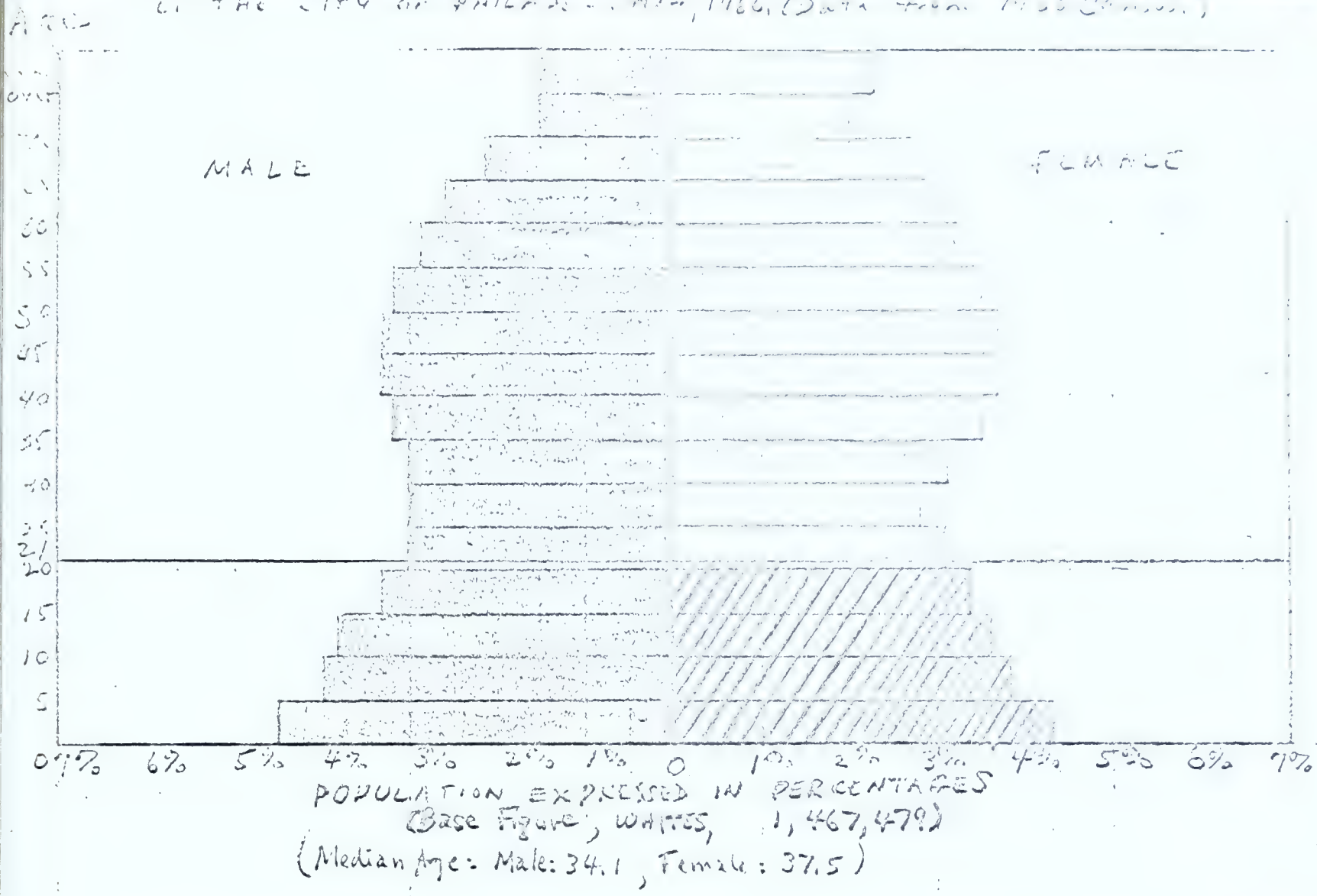
5. Representatives of all agencies and organizations participating in community organization and involvement should be brought together regularly for as long a time as necessary, in order that adequate communication and cooperation might take place among them.

APPENDIX

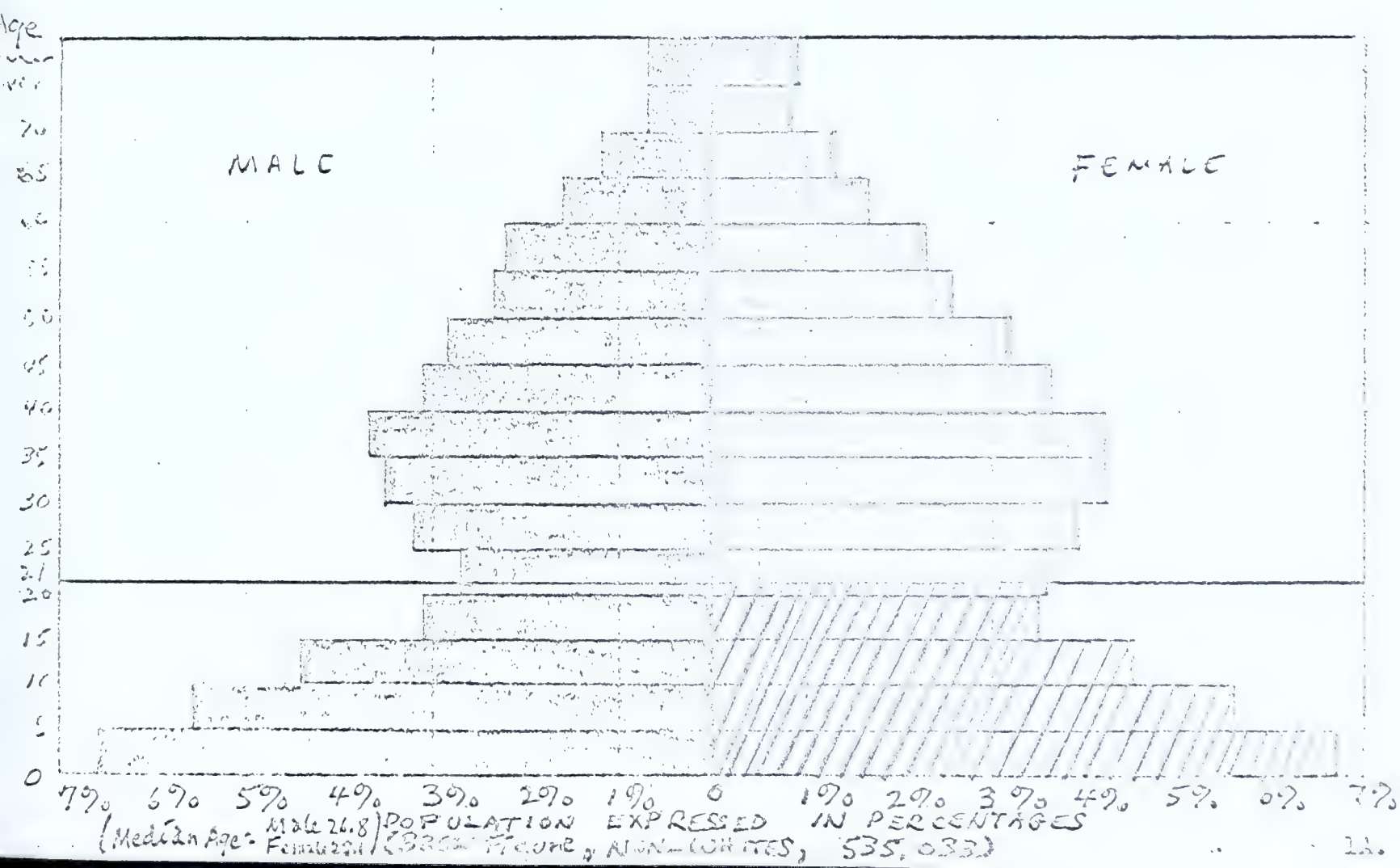
Descriptive Data

Committee Membership List

AGE AND SEX COMPOSITION OF POPULATION OF THE CITY OF PHILADELPHIA, 1960 (Data from 1960 Census.)



AGE AND SEX COMPOSITION OF POPULATION (NON-WHITE)
OF THE CITY OF PHILADELPHIA, 1960 (Data from 1960 Census.)



Population Growth and Distribution *

"Population explosion" has come to be such a common expression that the deeper implications are apt to pass unnoticed. It is difficult to comprehend the impact on our society of the growth, pointed out by Philip M. Hauser.¹ In 1870 this new nation had less than 4 million people, with 95 percent living in rural areas. By 1967, we had grown to 200 million, with over 70 percent living in urban areas, in the historically short span of seven generations. And to sharpen our awareness of the impact on the lives of people, it will be 1970 before we have completed 50 years as an urban nation.

As dramatic as the population growth has been, of equal importance is its distribution, not just geographically but in age and race.

With the increase in marriages which started in 1963 (and which is expected to continue into the late '70's), by 1975 young families will account for approximately one-third of the total population. In 1965 they were only about one-quarter of the total.² Thus, while the birth rate has been declining somewhat from the 1957 peak of 4,334,000, statisticians of the Metropolitan Life Insurance Company predict an upward trend in the near future, reaching a new high sometime during the '70's.³

Over the next few years, the flow of population growth through the various age ranges will exert a heavy influence on the demands communities will face for services --

"Through 1975, the teenage population will continue to grow. The 18 to 34 age bracket, over the next ten years, will increase at roughly twice the total population growth rate, while at the same time, the 35 to 54 year old group will remain relatively static. By 1980, those 65 and over will probably represent a little over 10 percent of the population."⁴

* Guidelines for Action, Health & Welfare Council, Inc., Phila., Pa. March 1969, p.1

Referenced Footnotes:

1. Hauser, Philip M., "Environmental Forces Shaping Our Cities," 1967 Social Welfare Forum - Columbia University Press, N. Y., 1967, pp. 30-31
2. United Community Funds and Councils of America, "Projections for the Seventies, N. Y., November, 1967, pp. 5-9
3. New York Times, March 26, 1967
4. U.S. News and World Report, June 26, 1967, pp. 52-53, Volume 62, No. 26

II. Regional Profile

The Philadelphia metropolitan area can be understood only within the framework of a wider metropolitan development, the influence of which will become increasingly more important. It is variously referred to as "Megalopolis," or, looking more to the future, "interurban belt-city" or "super city," but more specifically, the "Atlantic Urban Region." Its outer boundaries usually are stated as being from Boston to Washington, D.C., with variations from Bangor, Maine to Norfolk, Virginia. Even in 1958 it was estimated to contain between a sixth-and-a-quarter of the American population and half the economic power of the world. Although to the casual observer there is much countryside in this geographic area, in reality, between Boston and Washington, D.C., there are only a few stretches of land not already part of a metropolitan area as defined by the Bureau of Census standards.¹ By the year 2000, it is anticipated that this Atlantic Urban Region will hold close to 80 million people.²

While the development of these urban regions with such large population concentrations will cause many social, physical and economic problems, the Philadelphia metropolitan area will be blessed with many advantages. Within 55 minutes' flying time, it will have at its fingertips the center of our government, and of the United Nations; some of the major financial centers of this country and the world; some of the major art, music and drama centers; and probably as great a reservoir of technological, scientific, professional, intellectual and creative skills as is available in any other similar geographic area in the world.

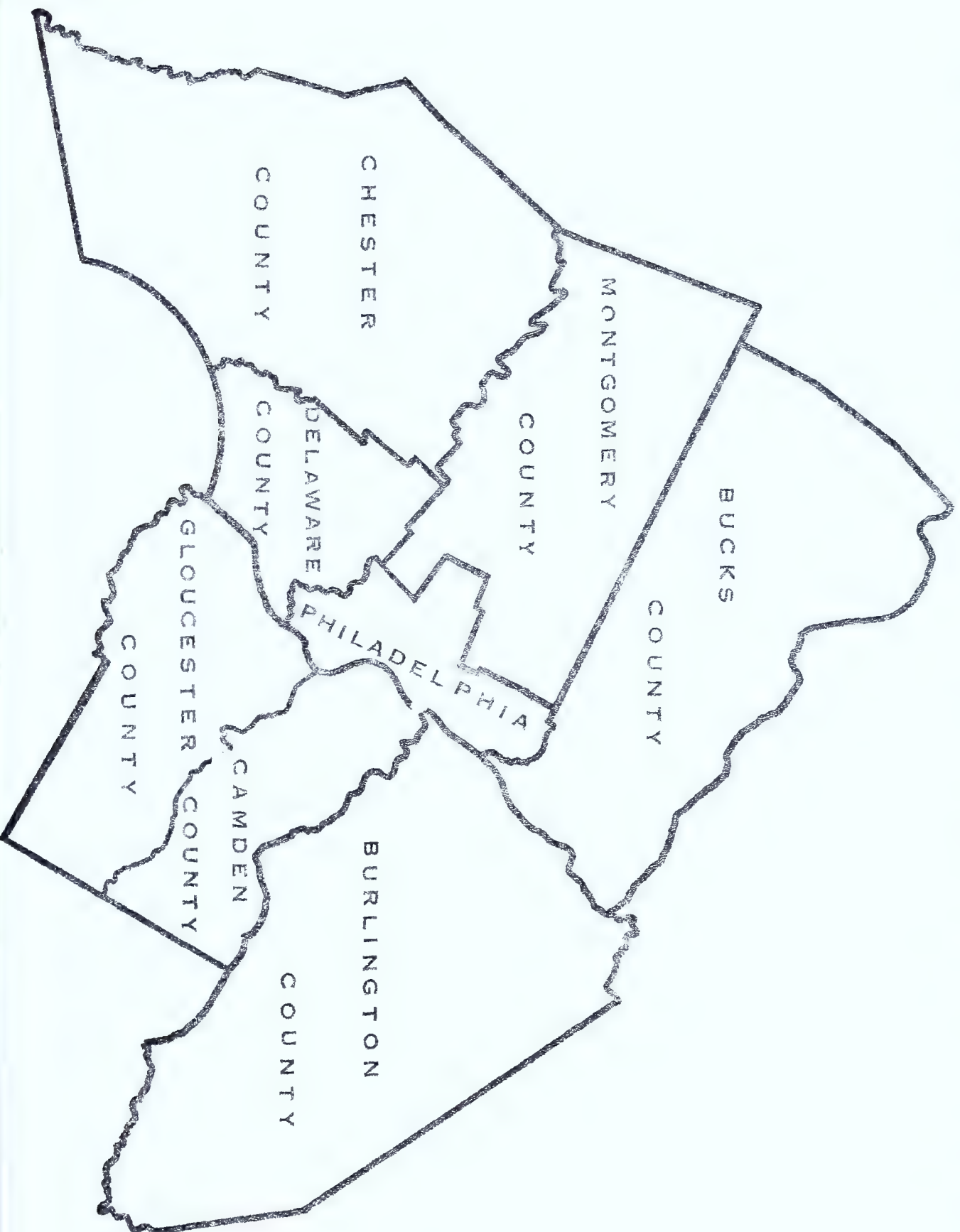
The Standard Metropolitan Statistical Area

In 1950 the U. S. Bureau of the Budget defined the "Standard Metropolitan Statistical Area" (SMSA) in order to permit federal agencies to standardize and coordinate their statistical analysis of certain areas. The rationale behind the SMSA is that the entire area in and around a major city needs to be considered as a unit because the activities within such a region form an integrated economic system. Any city of 50,000 inhabitants or over is included in an SMSA.

The Philadelphia SMSA is comprised of eight counties, five in Pennsylvania - Philadelphia, Delaware, Chester, Montgomery and Bucks - and three in New Jersey - Gloucester, Camden and Burlington. (See Map, page 10) This eight-county SMSA covered some 3,551 square miles with approximately 4,700,000 people in 1965. The median income for the area at that time was \$6,433; unemployment stood at 3.4 percent; 18 percent of the population was non-white; 70 percent owned their own homes, and the median school year completed was ten and one-half years.³

In this profile, where data are available, the SMSA is used as the base. However, it is important to point out that data are collected for several different geographic areas. Therefore, while the value of information could be enhanced by cross-checking and comparisons, currently much of it is not comparable. Two major sources of regional information use overall areas different from the SMSA and each other, although both encompass the SMSA. The Delaware Valley Regional Planning Commission covers nine counties - the

PHILADELPHIA METROPOLITAN AREA



Philadelphia SMSA plus Mercer County in New Jersey. (The Trenton metropolitan area is an SMSA itself.) The Penjerdel eleven-county planning region includes all nine counties of the Delaware Valley Planning Commission area plus Salem in New Jersey and New Castle in Delaware. In general, this eleven-county region is considered to be a self-contained economic and social unit.

The Philadelphia SMSA, like many metropolitan areas, is divided into numerous political subdivisions. Five counties in Pennsylvania are subdivided into 238 municipalities and townships, with the corresponding figure for the three New Jersey counties being 101.

This is not the complete picture, as there are 95 other types of governmental units with property-taxing powers in the Pennsylvania part of the region, and 133 in New Jersey. Most of the latter bodies are school districts.

There are 264 districts without property-taxing powers in Pennsylvania and 38 in New Jersey.⁴ These non-taxing units include such organizations as parking authorities, sewage and refuse disposal authorities, and authorities with borrowing and bond issuing power which may construct and lease buildings to school districts and other units.⁵

By adding the above units, together with the two states, there is a total of 878 units. Even this sum does not exhaust the possibilities, since it omits officially constituted interstate bodies. The Delaware Valley Regional Planning Commission, mentioned above, is one such agency. Two other important bi-state units are the Delaware River Joint Toll Bridge Authority and the Delaware River Port Authority. Another significant interstate agency, the Delaware River Basin Commission, concerned with regulation of water resources in the Delaware River basin, covers a much larger area and also involves New York, Delaware, and the federal government.

In summary, the difficulties and frustrations of conducting the public business through a vast network consisting of almost 900 governmental entities, many with overlapping boundaries and conflicting interests, is only too apparent.

Population in the Philadelphia Metropolitan SMSA

The eight-county area is expected, by the year 2000, to gain some 2,370,000 people over the 1960 total of 4,342,897.⁶

<u>County</u>	<u>1960 Population</u>	<u>2000 Projections</u>	<u>Increase⁶</u>
Chester	210,608	419,000	208,392
Delaware	553,154	837,000	283,846
Montgomery	516,682	994,000	477,318
Bucks	308,567	764,000	455,433
Philadelphia	2,002,512	2,227,000	264,488
Gloucester	134,840	256,000	121,160
Camden	392,035	620,000	227,965
Burlington	<u>224,499</u>	<u>555,000</u>	<u>330,501</u>
TOTAL	4,342,897	6,712,000	2,369,103

From 1960 to 1965, the percentage of population change in the Philadelphia SMSA compared to selected SMSAs was as follows:

Philadelphia	7.4%	New York	6.3%
Baltimore	7.3%	Pittsburgh	-1.4%
Boston	3.1%	Washington, D.C.	21.1%
Harrisburg	5.2%	Wilmington	12.9%

Population Density

The population is spread unevenly throughout the region and, in addition, the size of each county is in inverse proportion to the density of its population.

Philadelphia County, the 129-square mile hub of the SMSA, has over 2,000,000 residents -- about 15,000 persons per square mile. Thus, over 43 percent of the total population in the Philadelphia SMSA is living on about three and one-half percent of the land area. Compared with other central counties, Philadelphia rates sixth in density in the nation. Within its border, it has almost 79 percent of the approximate 700,000 non-white population in the SMSA, comprising slightly over 26 percent of the county population.

Bucks County has the lowest number of non-white residents, less than one percent of those residing in the SMSA, and comprising less than two percent of the county population. Delaware County has the second highest ratio of non-whites -- about seven percent of its population.⁷

The four fringe counties of Gloucester, Bucks, Chester and Burlington together account for only about 22 percent of the total SMSA population, but they are spread out over 71 percent of the land in the region. Each of these counties contains less than 500 persons per square mile.

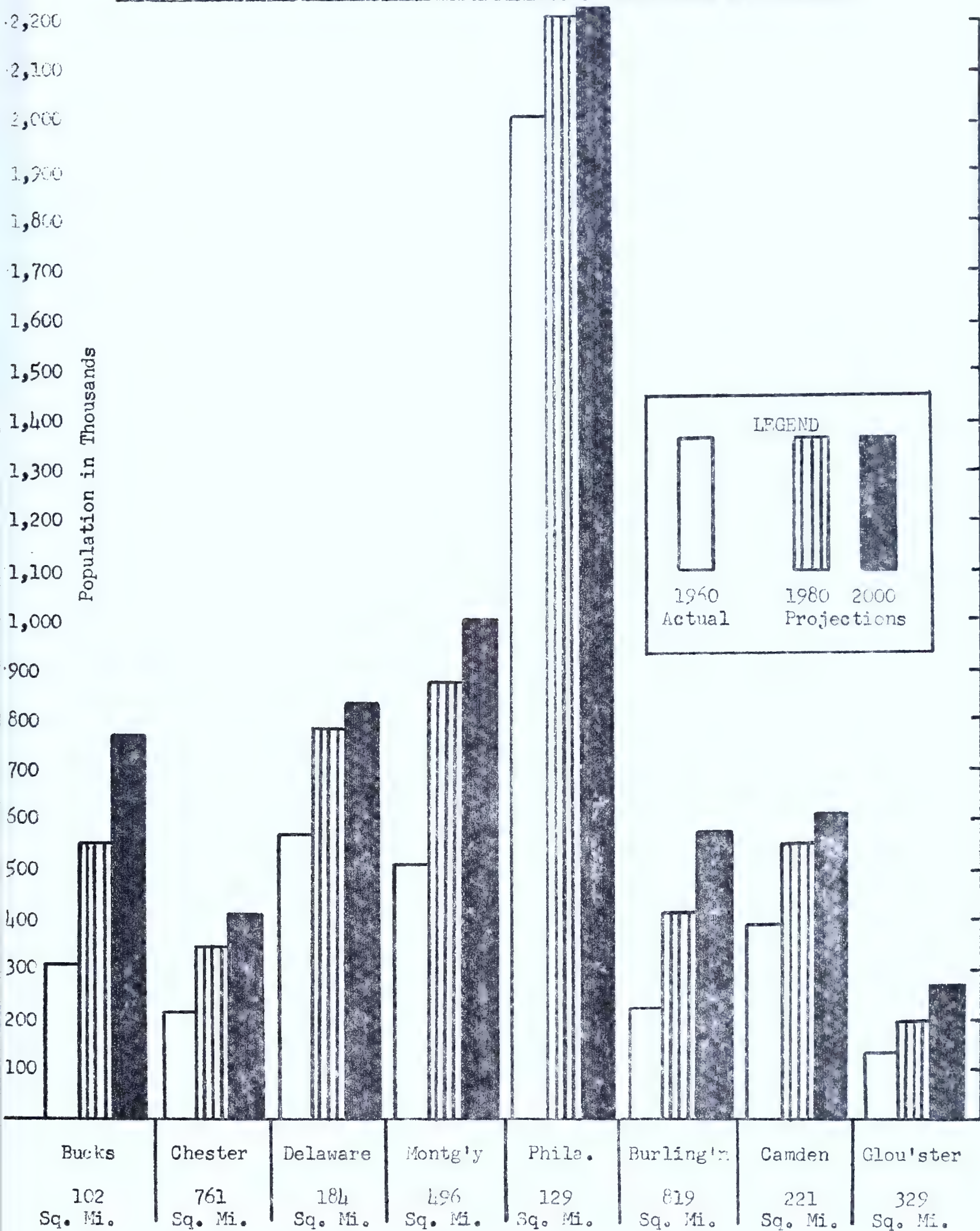
Delaware County is second in density to Philadelphia County but still has approximately only 3,000 persons per square mile. Camden and Montgomery Counties each have a little over 1,000 persons per square mile.

Figures issued by the Bureau of the Census for the projected population as of July 1, 1966, for the Philadelphia SMSA show significant differences in growth rates when compared to the 1960 Census. While the overall growth for the region was 8 percent, there was a variation in rates by counties from 26.7 percent for Burlington to 1.7 percent for Philadelphia.

Furthermore, there were some significant differences between the totals of the five Pennsylvania counties and the three New Jersey counties. The New Jersey counties, although containing only 17.3 percent of the area population in 1960, grew at a rate of over two and one-half times as fast as the Pennsylvania portion of the area between 1960 and 1966. In terms of actual persons, 36.3 percent of the growth in the six-year period took place in New Jersey.

The chart on page 13 indicates predictions for population changes in 1980 and 2000 compared to the 1960 Census.⁶

1960 POPULATION - 1980 AND 2000 POPULATION PROJECTIONS BY COUNTIES



References

1. A. Tunard, Christopher. "American Super Cities." Harper's Magazine (August 19, 1958), pp. 59-65, Vol. 217.
B. White, William H., Jr. "Urban Sprawl." Fortune Magazine (January 1958), p. 103(?), Vol. LVII, No. 1.
2. Kahn, Herman and Anthony J. Wiener. "The Next Thirty-three Years: A Framework for Speculation." Daedalus, Summer 1967, Vol. 96, No. 3, p. 719.
3. United States Department of Commerce. "City and County Data Book 1967."
4. U.S. Bur. of the Census, Census of Government, 1967, Vol. 1, Governmental Organization (Washington: U.S. Gov't. Printing Office, 1968), Table 19, p. 216.
5. For classification by function of miscellaneous units of local government, see U.S. Bur. of the Census, Census of Government, 1962, Vol. VII, No. 30, "Gov't. in N. J." and "Gov't. in Pa."
6. Philadelphia Inquirer - Special Section - October 31, 1967, p. 20.

1. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

[illegible]

ALL RECORDS DATA HAVE NOT BEEN ADJUSTED FOR INFLATION SINCE 1970.

TABLE 7-3.—LABOR FORCE CHARACTERISTICS OF THE POPULATION, BY CENSUS TRACTS, 1990

(Based on 10-percent sample. Percent not shown where base is less than 200.)

DOCKS COUNTY, PA.										DELAWARE COUNTY, PA.		
SUBJECT	TOTAL UNSEALED	PHILA-DELPHIA CITY (COUNTY)	TOTAL	BRISTOL (UT)	FALLS (UT)	MIDDLE-YOUNG (UT)	BALANCE	DOCKS COUNTY, PA.	TOTAL	CHESTER COUNTY (UT)	PAVING (UT)	
EMPLOYED STATUS, OCCUPATION & INDUSTRY												
ALL, 14 YEARS OLD AND OVER	1 506 910	704 659	90 659	17 613	6 471	7 849	63 671	72 549	100 744	22 611	15 343	
PERCENT OF TOTAL	79.0	76.6	84.3	81.3	87.2	87.4	77.1	80.2	81.9	79.0	79.0	
IN LABOR FORCE	1 144 210	532 206	82 127	14 736	7 593	6 429	51 196	55 745	140 745	24 733	17 730	
PERCENT OF CIV. LABOR FORCE	4.7	4.4	5.1	5.4	4.1	2.4	2.4	3.0	3.1	4.7	4.7	
LABOR FORCE	517 117	134 535	19 542	1 950	935	907	11 684	15 595	30 685	5 507	5 510	
ALL, 14 YEARS OLD AND OVER	1 631 552	792 671	102 447	17 803	6 867	7 890	66 167	73 530	100 913	23 538	20 204	
PERCENT OF TOTAL	79.0	76.6	84.3	81.3	87.2	87.4	77.1	80.2	81.9	79.0	79.0	
IN LABOR FORCE	1 144 210	532 206	82 127	14 736	7 593	6 429	51 196	55 745	140 745	24 733	17 730	
PERCENT OF CIV. LABOR FORCE	4.7	4.4	5.1	5.4	4.1	2.4	2.4	3.0	3.1	4.7	4.7	
LABOR FORCE	517 117	134 535	19 542	1 950	935	907	11 684	15 595	30 685	5 507	5 510	
WOMEN IN L.F. & HUSBAND PRES.	281 117	101 153	20 359	3 093	1 000	1 000	15 937	15 937	30 685	5 507	5 510	
CHILDREN UNDER 18	40 251	21 701	8 416	975	445	322	2 675	2 675	30 685	5 507	5 510	
ALL, EMPLOYED	1 002 806	498 017	79 621	16 076	7 253	6 429	51 156	55 745	140 745	24 733	17 730	
TECHNICAL & KINDRED WORKERS	130 000	45 040	10 396	1 700	942	1 000	6 175	6 175	140 745	24 733	17 730	
OFFICE, & PROPRIETARY, INCL. FARM	110 000	40 707	9 110	1 114	472	462	3 210	3 210	140 745	24 733	17 730	
MAN AND KINDRED WORKERS	84 900	36 131	8 700	1 000	514	507	3 054	3 054	140 745	24 733	17 730	
FOREMEN & KINDRED WORKERS	233 100	96 325	20 239	3 363	2 140	1 403	12 811	11 090	140 745	24 733	17 730	
YES AND KINDRED WORKERS	229 140	114 444	27 216	3 730	1 552	1 000	11 051	10 516	140 745	24 733	17 730	
HOUSEHOLD WORKERS	72 169	34 731	8 662	1 000	233	150	1 972	2 459	140 745	24 733	17 730	
EXCEPT MINE	70 745	34 050	8 407	1 000	233	150	1 972	2 459	140 745	24 733	17 730	
NOT REPORTED	54 029	31 857	5 150	154	327	160	2 459	3 032	140 745	24 733	17 730	
ALL, EMPLOYED	1 002 806	498 017	79 621	16 076	7 253	6 429	51 156	55 745	140 745	24 733	17 730	
TECHNICAL & KINDRED WORKERS	130 000	45 040	10 396	1 700	942	1 000	6 175	6 175	140 745	24 733	17 730	
OFFICE, & PROPRIETARY, INCL. FARM	110 000	40 707	9 110	1 114	472	462	3 210	3 210	140 745	24 733	17 730	
MAN AND KINDRED WORKERS	84 900	36 131	8 700	1 000	514	507	3 054	3 054	140 745	24 733	17 730	
FOREMEN & KINDRED WORKERS	233 100	96 325	20 239	3 363	2 140	1 403	12 811	11 090	140 745	24 733	17 730	
YES AND KINDRED WORKERS	229 140	114 444	27 216	3 730	1 552	1 000	11 051	10 516	140 745	24 733	17 730	
HOUSEHOLD WORKERS	72 169	34 731	8 662	1 000	233	150	1 972	2 459	140 745	24 733	17 730	
EXCEPT MINE	70 745	34 050	8 407	1 000	233	150	1 972	2 459	140 745	24 733	17 730	
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ALL, EMPLOYED	1 002 806	498 017	79 621	16 076	7 253	6 429	51 156	55 745	140 745	24 733	17 730	
TECHNICAL & KINDRED WORKERS	130 000	45 040	10 396	1 700	942	1 000	6 175	6 175	140 745	24 733	17 730	
OFFICE, & PROPRIETARY, INCL. FARM	110 000	40 707	9 110	1 114	472	462	3 210	3 210	140 745	24 733	17 730	
MAN AND KINDRED WORKERS	84 900	36 131	8 700	1 000	514	507	3 054	3 054	140 745	24 733	17 730	
FOREMEN & KINDRED WORKERS	233 100	96 325	20 239	3 363	2 140	1 403	12 811	11 090	140 745	24 733	17 730	
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HOUSEHOLD WORKERS	72 169	34 731	8 662	1 000	233	150	1 972	2 459	140 745	24 733	17 730	
EXCEPT MINE	70 745	34 050	8 407	1 000	233	150	1 972	2 459	140 745	24 733	17 730	
NOT REPORTED	54 029	31 857	5 150	154	327	160	2 459	3 032	140 745	24 733	17 730	
ALL, EMPLOYED	1 002 806	498 017	79 621	16 076	7 253	6 429	51 156	55 745	140 745	24 733	17 730	
TECHNICAL & KINDRED WORKERS	130 000	45 040	10 396	1 700	942	1 000	6 175	6 175	140 745	24 733	17 730	
OFFICE, & PROPRIETARY, INCL. FARM	110 000	40 707	9 110	1 114	472	462	3 210	3 210	140 745	24 733	17 730	
MAN AND KINDRED WORKERS	84 900	36 131	8 700	1 000	514	507	3 054	3 054	140 745	24 733	17 730	
FOREMEN & KINDRED WORKERS	233 100	96 325	20 239	3 363	2 140	1 403	12 811	11 090	140 745	24 733	17 730	
YES AND KINDRED WORKERS	229 140	114 444	27 216	3 730	1 552	1 000	11 051	10 516	140 745	24 733	17 730	
HOUSEHOLD WORKERS	72 169	34 731	8 662	1 000	233	150	1 972	2 459	140 745	24 733	17 730	
EXCEPT MINE	70 745	34 050	8 407	1 000	233	150	1 972	2 459	140 745	24 733	17 730	
NOT REPORTED	54 029	31 857	5 150	154	327	160	2 459	3 032	140 745	24 733	17 730	
ALL, EMPLOYED	1 002 806	498 017	79 621	16 076	7 253	6 429	51 156	55 745	140 745	24 733	17 730	
TECHNICAL & KINDRED WORKERS	130 000	45 040	10 396	1 700	942	1 000	6 175	6 175	140 745	24 733	17 730	
OFFICE, & PROPRIETARY, INCL. FARM	110 000	40 707	9 110	1 114	472	462	3 210	3 210	140 745	24 733	17 730	
MAN AND KINDRED WORKERS	84 900	36 131	8 700	1 000	514	507	3 054	3 054	140 745	24 733	17 730	
FOREMEN & KINDRED WORKERS	233 100	96 325	20 239	3 363	2 140	1 403	12 811	11 090	140 745	24 733	17 730	
YES AND KINDRED WORKERS	229 140	114 444	27 216	3 730	1 552	1 000	11 051	10 516	140 745	24 733	17 730	
HOUSEHOLD WORKERS	72 169	34 731	8 662	1 000	233	150	1 972	2 459	140 745	24 733	17 730	
EXCEPT MINE	70 745	34 050	8 407	1 000	233	150	1 972	2 459	140 745	24 733	17 730	
NOT REPORTED	54 029	31 857	5 150	154	327	160	2 459	3 032	140 745	24 733	17 730	
ALL, EMPLOYED	1 002 806	498 017	79 621	16 076	7 253	6 429	51 156	55 745	140 745	24 733	17 730	
TECHNICAL & KINDRED WORKERS	130 000	45 040	10 396	1 700	942	1 000	6 175	6 175	140 745	24 733	17 730	
OFFICE, & PROPRIETARY, INCL. FARM	110 000	40 707	9 110	1 114	472	462	3 210	3 210	140 745	24 733	17 730	
MAN AND KINDRED WORKERS	84 900	36 131	8 700	1 000	514	507	3 054	3 054	140 745	24 733	17 730	
FOREMEN & KINDRED WORKERS	233 100	96 325	20 239	3 363	2 140	1 403	12 811	11 090	140 745	24 733	17 730	
YES AND KINDRED WORKERS	229 140	114 444	27 216	3 730	1 552	1 000	11 051	10 516	140 745	24 733	17 730	
HOUSEHOLD WORKERS	72 169	34 731	8 662	1 000	233	150	1 972	2 459	140 745	24 733	17 730	
EXCEPT MINE	70 745	34 050	8 407	1 000	233	150	1 972	2 459	140 745	24 733	17 730	
NOT REPORTED	54 029	31 857										

Table P-4.—CHARACTERISTICS OF THE NONWHITE POPULATION, FOR CENSUS TRACTS WITH 400 OR MORE SUCH PERSONS: 1960

(Asterisk (*) denotes statistics based on 25-percent sample. Population per household not shown where less than 60 persons in households. Median and percent not shown where base is less than 200.)

SUBJECT	TOTAL SMSA*	PHILA-DELPHIA CITY (COUNTY)	BUCKS COUNTY, PA.					CHESTER COUNTY, PA.	DELAWARE COUNTY, PA.		
			TOTAL	BRISTOL (UT)	FALLS (UT)	MIDDLE-TOWN (UT)	BALANCE		TOTAL	CHESTER	HAVERTFORD (UT)
HOUSEHOLD RELATIONSHIP											
NONWHITE POPULATION	681 310	535 033	5 940	2 379	201	110	3 250	17 597	39 163	21 274	715
ATION IN HOUSEHOLDS	659 158	522 178	5 613	2 360	...	...	2 965	15 994	37 922	21 091	696
Y OF HOUSEHOLD	163 832	149 100	1 358	523	...	...	769	3 795	10 041	5 711	173
AD OF PRIMARY FAMILY	145 911	116 694	1 184	497	...	...	636	3 223	8 264	4 524	161
PRIMARY INDIVIDUAL	37 921	32 406	174	26	...	...	133	572	1 757	1 197	12
OF HEAD	105 762	83 233	1 035	429	...	...	531	2 554	6 321	3 265	127
LO UNDER 18 OF HEAD	211 832	165 412	2 185	1 115	...	...	972	5 372	13 061	7 679	127
ER RELATIVE OF HEAD	124 464	98 661	785	220	...	...	528	3 136	6 635	3 667	177
RELATIVE OF HEAD	33 268	25 767	280	73	...	...	165	1 137	1 664	824	82
ATION IN GROUP QUARTERS	22 152	12 855	327	19	...	...	285	1 603	1 241	163	29
ATE OF INSTITUTION	11 444	7 002	138	...	...	...	138	839	603	29	...
ER	10 703	5 853	189	19	...	...	147	764	636	154	29
ATION PER HOUSEHOLD	3.59	3.50	4.13	4.51	...	...	3.86	4.21	3.78	3.69	3.97
ED COUPLES*	112 720	88 496	1 063	437	...	...	502	2 802	6 719	3 456	135
H OWN HOUSEHOLD	107 020	84 222	1 021	420	...	...	557	2 620	6 420	3 328	142
H OWN CHILDREN UNDER 6	40 365	31 625	451	243	...	...	183	981	2 290	1 283	33
H OWN CHILDREN UNDER 18	62 380	48 732	685	330	...	...	319	1 592	3 642	1 866	61
H HUSBAND UNDER 45 YEARS	65 227	51 860	700	371	...	...	301	1 489	3 433	1 893	49
ITH OWN CHILDREN UNDER 18	48 477	38 140	550	290	...	...	240	1 211	2 637	1 406	31
ATED INDIVIDUALS*	73 500	60 012	404	37	...	...	317	1 945	3 511	1 854	129
NS UNDER 18 YEARS OLD*	260 331	202 836	2 622	1 190	...	...	1 272	6 947	15 983	9 223	166
ING WITH BOTH PARENTS*	164 971	126 436	1 900	964	...	...	822	4 766	9 996	5 325	132
*YEARS OF SCHOOL COMPLETED											
PERSONS 25 YEARS OLD AND OVER	359 646	285 719	2 667	847	...	...	1 653	8 583	19 712	10 332	304
SCHOOL YEARS COMPLETED	9 744	7 741	36	13	...	...	19	200	514	333	4
NTARY: 1 TO 4 YEARS	40 649	31 806	376	120	...	...	218	1 019	2 418	1 444	31
5 TO 7 YEARS	76 131	61 210	474	144	...	...	296	1 977	4 670	2 730	119
8 YEARS	53 740	41 694	258	66	...	...	176	1 319	3 360	1 690	70
SCHOOL: 1 TO 3 YEARS	92 810	75 620	669	220	...	...	432	1 980	4 428	2 392	66
4 YEARS	60 231	48 711	572	221	...	...	347	1 363	2 963	1 304	109
GE: 1 TO 3 YEARS	13 569	10 794	128	43	...	...	67	326	694	225	27
4 YEARS OR MORE	10 572	7 943	154	20	...	...	98	399	645	224	58
N SCHOOL YEARS COMPLETED	9.0	9.0	9.8	10.1	...	...	9.8	8.8	8.7	8.4	10.0
*RESIDENCE IN 1955											
PERSONS 5 YRS. OLD & OVER, 1960	589 943	463 682	4 836	1 742	...	...	2 798	15 109	34 130	18 165	711
HOUSE AS IN 1960	275 006	210 940	1 900	216	...	...	1 536	8 799	16 721	7 560	450
RENT HOUSE IN U.S.	293 130	235 725	2 796	1 481	...	...	1 108	5 632	16 434	10 115	253
TRAL CITY OF THIS SMSA	213 344	206 773	572	212	...	...	330	515	1 607	157	73
ER PART OF THIS SMSA	45 691	5 767	1 101	525	...	...	547	4 272	13 134	9 081	122
SIDE THIS SMSA	34 095	23 185	1 123	744	...	...	311	845	1 743	877	58
O	3 351	1 644	75	42	...	...	12	105	117	20	4
I RESIDENCE IN 1955 NOT REPORTED	18 454	15 373	65	3	...	...	62	573	808	490	4
*FAMILY INCOME IN 1959											
ALL FAMILIES	148 992	118 931	1 244	489	...	...	693	3 340	8 518	4 608	173
\$1,000	11 435	9 085	104	41	...	...	54	219	905	594	6
0 TO \$1,999	15 253	12 624	82	24	...	...	49	324	852	537	7
0 TO \$2,999	16 315	14 981	128	70	...	...	46	323	940	524	10
0 TO \$3,999	22 845	18 302	150	84	...	...	58	532	1 163	606	19
0 TO \$4,999	22 833	18 054	161	67	...	...	94	564	1 366	727	22
0 TO \$5,999	18 142	14 402	210	70	...	...	137	420	1 044	617	19
0 TO \$6,999	12 733	9 987	107	36	...	...	67	343	703	410	4
0 TO \$7,999	8 784	6 995	71	33	...	...	34	150	481	192	11
0 TO \$8,999	6 271	4 915	76	23	...	...	53	156	291	122	38
0 TO \$9,999	4 389	3 389	72	23	...	...	49	115	306	108	5
100 AND OVER	7 992	6 197	83	18	...	...	52	194	465	171	32
IN INCOME: FAMILIES	84 291	84 248	84 981	84 381	...	...	85 332	84 482	84 292	84 059	...
FAM. & UNREL. INDIV.	83 399	83 378	84 092	84 214	...	...	84 279	83 460	83 528	83 406	83 730
EMPLOYMENT STATUS AND OCCUPATION											
MALE, 14 YEARS OLD AND OVER	215 533	167 335	1 722	584	...	...	1 046	5 952	12 166	6 320	252
R FORCE	161 663	126 237	1 390	499	...	...	818	4 060	9 056	4 690	211
PERCENT OF TOTAL	75.0	75.4	80.7	85.4	...	...	78.2	68.2	74.4	77.4	83.7
ILIAN LABOR FORCE	157 690	125 211	1 305	429	...	...	803	3 978	9 023	4 661	211
EMPLOYED	141 030	111 322	1 183	380	...	...	733	3 808	7 933	4 092	206
UNEMPLOYED	16 660	13 889	122	49	...	...	70	170	1 090	769	5
PERCENT OF CIV. LABOR FORCE	10.6	11.1	9.3	11.4	...	...	8.7	4.3	12.1	15.8	2.4
IN LABOR FORCE	53 870	41 098	332	85	...	...	228	1 892	3 110	1 430	41
FEMALE, 14 YEARS OLD AND OVER	245 360	195 844	1 788	608	...	...	1 067	5 630	13 763	7 066	355
R FORCE	114 588	92 686	773	207	...	...	516	2 392	5 914	2 698	206
PERCENT OF TOTAL	46.7	47.3	43.2	34.0	...	...	48.4	42.5	43.0	41.0	38.0
ED WOMEN IN L.F., HUSBAND PRES.	48 251	38 396	418	147	...	...	250	1 113	2 696	1 340	65
TH OWN CHILDREN UNDER 6	12 184	9 710	118	45	...	...	69	274	670	329	12
MALE, EMPLOYED	141 030	111 322	1 183	380	...	...	733	3 808	7 933	4 092	206
ESSLY, TECHNICAL & KINDRED WORKERS	3 307	3 908	94	9	...	...	69	191	404	129	17
Y OFFICIAL & PROPRIETOR, INCL. FARM	3 276	2 552	25	4	...	...	21	115	204	63	7
ICAL AND KINDRED WORKERS	11 762	10 233	42	18	...	...	19	142	413	154	18
S WORKERS	2 994	2 566	16	4	...	...	12	35	162	75	4
SMEN, FOREMAN & KINDRED WORKERS	17 543	13 886	141	52	...	...	89	419	901	396	19
ATIVES AND KINDRED WORKERS	38 709	30 348	355	148	...	...	190	861	2 125	1 146	41
ATE HOUSEHOLD WORKERS	967	594	19	...	...	...	16	41	89	12	10
ICE WORKS, EXC. PRIV. HOUSEHOLD	20 257	16 544	85	39	...	...	41	529	871	355	39
PERSONS EXCEPT MINE	25 964	19 060	261	95	...	...	146	969	1 943	1 258	41
PATRON NOT REPORTED	14 251	11 631	145	11	...	...	130	506	821	504	10
FEMALE, EMPLOYED	103 319	83 184	695	157	...	...	488	2 220	5 447	2 562	201
ESSLY, TECHNICAL & KINDRED WORKERS	6 022	5 295	82	11	...	...	63	149	468	213	23
Y OFFICIAL & PROPRIETOR, INCL. FARM	991	819	...	...	...	...	...	21	55	15	...
ICAL AND KINDRED WORKERS	11 991	10 401	69	24	...	...	45	114	519	180	23
S WORKERS	2 418	1 982	10	5	...	...	13	21	129	34	6
SMEN, FOREMAN & KINDRED WORKERS	964	830	...	...	...	...	...	26	37	12	...
ATIVES AND KINDRED WORKERS	24 047	20 636	129	40	...	...	71	314	801	435	15
ATE HOUSEHOLD WORKERS	26 051	19 200	105	26	...	...	143	692	1 739	713	92
ICE WORKS, EXC. PRIV. HOUSEHOLD	19 303	15 201	123	42	...	...	77	571	1 074	604	21
PERSONS EXCEPT MINE	925	633	4	...	...	...	...	27	59	30	...
PATRON NOT REPORTED	9 607	5 159	83	5	...	...	76	283	566	297	...

SUMMARIES OF 1960 CENSUS DATA
FOR
PHILADELPHIA EXPRESSED IN PERCENTAGES

TABLE P - 1 Census Tracts

1) Composition of the Total Population

Foreign Stock	29.0
Foreign Born	8.9

2) High School Enrollment

1 - 4 years ages 14 - 17	69.7
-----------------------------	------

3) Public School Attendance

Kindergarten	76.7
Elementary 1 - 8 years	60.7
High School 1 - 4 years	64.2

4) Median School Years Completed

9.6 (years)

5) Family Income:

Under \$1,000 to 2,999 (Poverty Level)	17.1
3,000 - 6,999 (Low Medium)	47.4
7,000 - 9,999 (Medium - High)	21.2
10,000 and over	14.2

Median Family Income in Dollars \$5,782

TABLE P - 2 Census Tracts

Composition of Population by Color

Non-white	26.71
White	73.29

TABLE P - 3 Census Tracts

Employment Status

1) Male and Female in Labor Force and Unemployed (14 years of age and over)

% Male in Labor Force	76.6
% Female in Labor Force	39.2
% Male Civilian Labor Force Unemployed	6.4
% Female Civilian Labor Force Unemployed	6.5

SUMMARIES OF 1960 CENSUS DATA FOR PHILADELPHIA EXPRESSED IN PERCENTAGES (cont.)

2) Occupation of Male and Female Labor Force

<u>Occupation</u>	<u>Male</u>	<u>Female</u>
Professional	9.0	9.9
Managerial	8.2	2.5
Clerical	10.7	31.6
Sales	7.3	6.5
Craftsmen	19.3	1.4
Operative	23.0	20.6
Private Household	0.1	7.6
Service	9.0	12.0
Laborers	7.0	0.5
Not Reported	6.4	7.4

TABLE P - 4 Census Tracts

1) <u>Median School Years Completed</u>	9.0
2) <u>Family Income</u>	
Under \$1,000 to \$2,999 (Poverty Level)	7.3
3,000 - 6,999 (Low Medium)	12.1
7,000 - 9,999 (Medium - High)	3.1
10,000 and over	1.6

PHILADELPHIA COUNTY COMMITTEE
1970 WHITE HOUSE CONFERENCE
ON CHILDREN AND YOUTH

CHAIRMEN

Chairman: Judge Clifford Scott Green
Co-Chairman: J. Pennington Straus, Esquire
Youth Chairman: Miss Anita Polish
Youth Co-Chairmen: Mr. Mark Cohen, Mr. Everett Jones, Mr. Mike Welmon

STAFF CONSULTANT AND RECORDING SECRETARY

Mrs. Sylvia Carothers

SUB-COMMITTEE CHAIRMEN

Education: Mr. Gary Easterling, Youth Chairman
Miss Helen Faust, Adult Consultant
Family & Home: Miss Brenda Gaskins, Youth Chairman
Mrs. Maurice Clifford, Adult Consultant
Youth Values: Mr. Mark Kinchloe, Youth Chairman
Mr. Everett Jones, Youth Co-Chairman
Mr. Ned Wolf, Adult Consultant
Mr. Fred Greenwald, Adult Consultant

STATE COMMITTEE MEMBERS

Mr. Richard Jordan	Mr. Albert C. McCoy
Mr. Manuel Kaufman	Miss Anita Polish
Mrs. Lucinda B. Mackrey	Mr. Robert Taber
Hon. Louis G. Hill	Mr. Georgie Woods
Miss Sandra Rubin	

STEERING COMMITTEE

Youth Members

Mr. Arvel Bishop
Mr. Mark Cohen
Mr. Roshun Ewell
Miss Mona Goldman
Miss Toni Hayda
Mr. Everett Jones
Mr. Samuel Powell
Miss Betsy Shapiro
Miss Anita Polish
Mr. Mike Welmon

Adult Members

Dr. Theron Alexander
Mrs. Hope Allen
Reverend Jesse Anderson
Captain C. Bushbeck
Mrs. Maurice Clifford
Mrs. Marjorie Duckrey
Monsignor Philip Dowling
Mr. Alvin Echols
Mrs. Bernard Featherman
Dr. Millard Gladfelter
Judge Clifford S. Green
Mr. Donald Hurwitz

Adult Members

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Mrs. Roxanne Jones
Mr. Manuel Kaufman
Inspector H. McCullough
Mr. Frederick Osborn
Dr. Leonard Rosengarten
Mrs. Lisa Richette
Miss Sandra Rubin
J. Pennington Straus, Esq.
Mr. Robert Taber
Dr. Evelyn Wilson
Edwin D. Wolf, Esq.
Mr. Manuel Zurita

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Dr. Theron Alexander (A)
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Miss Victoria Allen (Y)
Reverend Jesse F. Anderson (A)
Mr. Randy Atkinson (Y)
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Mr. Turner Battle III (A)
Mr. Turner Battle IV (Y)
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Mrs. Patricia Cooper (A)
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Mr. Roshun Ewell (Y)
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Mr. Samuel M. Feldman (A)
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Mr. Keith Gaines (Y)
Mr. Mark Gaines (Y)
Miss Janice Gaskins (Y)
Miss Alva J. Gault (A)
Miss Carol Gillis (Y)
Dr. Millard Gladfelter (A)
Miss Mona Lynn Goldman (Y)
Mr. Larry Good (Y)

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Mrs. Fred Greenwald (A)
Miss Judy Greenwald (Y)
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Mrs. Bessie M. Hainston (A)
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Miss Lillian Johnson (A)
Mr. George Jones (Y)
Mrs. Roxanne Jones (A)
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Mr. Robert Kelbler (A)
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Mr. Anthony Matteo (Y)
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Mr. Walter Plamer (A)
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Mr. James Pinkney (A)
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Mr. Alfred Puntel (Y)
Mr. Ed Pushanick (A)

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Mr. Clifford Rawlins (Y)	Mayor James H. J. Tate (A)
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Dr. John O. Reinemann (A)	Mr. Michael Thompson (Y)
Mrs. Lisa Richette (A)	Mrs. Alice Walker (A)
Miss Denise Robinson (Y)	Mrs. Yvonne Walker (A)
Mr. Leroy Robinson (A)	Mrs. Jeanette Walton (A)
Mr. Malachi T. Robinson (A)	Mr. Eric Ward (A)
Sister Roselima (A)	Mr. Nathaniel Washington (A)
Miss Lenore Rosenberg (Y)	Mrs. Edna C. Wells (A)
Dr. Leonard Rosengarten (A)	Mrs. Agnes C. Whitman (A)
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Miss Barbara Schall (A)	Miss Gail Wilson (Y)
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Miss Betsy Shapiro (Y)	Mr. Edwin D. Wolf (A)
Miss Mary Shoemaker (Y)	Mr. Richard S. Wood (Y)
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Miss Pamela D. Styler (A)	Dr. Bernard B. Zamostein (A)
Mr. William Swanson (Y)	Mr. Manuel Zurita (A)

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Pike

GOVERNOR'S COUNCIL for HUMAN SERVICES

Committee on Children and Youth

Report
of
Pike County Committee
on
Children and Youth

Right
First County Report
to the
Board of Education, in the
first Board meeting - May 1969.

Submitted

March, 1969

Pike County Commission on Children and Youth

Section I

Description of County

- A. Rural Area
- B. Population - 9,158 (1960)
 - 1. Youth population - 30% (under 18)
 - 2. Minority Groups
 - a. Negroes - .2%
- C. Income Level - median family income - \$4,872
- D. Major Industries
 - 1. Summer resort area
 - 2. Sparkomatic Engineering
 - 3. Kolmar Industries, Port Jervis, New York
 - 4. Phillips Fibers, Division of Phillips Petroleum, Port Jervis, New York
 - 5. Erie Lackawanna Railroad

Section II

Organization

- A. Type of meetings and total number conducted
 - 1. Sub-Committee meetings - 2
 - 2. All youth meetings - 3
 - 3. All adult meetings - 3
 - 4. Full committee meetings (youth and adult) - 3
- B. Community Participation
 - 1. Matamoras only major communities in Pike County-
 - 2. Milford both were represented on committees.
- C. Personnel represented by committees
 - 1. Youth - 50%
 - 2. Adult
 - a. parents - 25%
 - b. professionals (teachers, counselors) - 25%
 - 3. Poverty level - none
- D. Best cooperation - school organization (students, teachers, and counselors)

Special Projects:

Senior High School Questionnaire (total class of 95 members participated)

Junior High School Questionnaire (25% of ninth grade class participated)

Evaluation of Questionnaire:

1. Frank, sincere responses (no names)
2. Brought involvement of all social and economic levels
3. Information used as basis of committee discussions and recommendations

Section III

Committee Findings

A. Creative and innovative programs

1. Youth center needed
 - a. Previous attempts of youth alone or supported by local organization (Lion's Club) have not been adequate
 - b. No YMCA or YWCA available in area
 - c. Recreation facilities very limited
2. Youth-Adult Forum needed
 - a. Communication between adults and youth must be established
 - b. Home, school, church do not meet this need adequately
 - c. Lack of communication felt to be responsible for lack of understanding existing between adults and youth
3. Youth-Adult education programs needed on
 - a. Narcotics
 - b. Sex
 - c. Alcohol
 - d. Tobacco
4. Adult Education Program
 - a. Cultural-enrichment programs
 - b. Adolescent psychology courses
 - c. Sex education programs
5. Uniform drinking age
(serious problems arise because legal drinking age is 21 in Pennsylvania and in adjoining New York state the age is 18)
6. Voting age lowered to 18 years
7. Vocational-Technical School
 - a. Present school curriculum geared chiefly to academic student
 - b. In spite of low drop-out rate, many students need and prefer vocational training
8. Low-cost housing
 - a. Need for such housing to eliminate sub-standard dwellings
 - b. Need for low-cost rentals (especially needed to induce new teachers to take jobs in the area)

9. School curriculum additions and school improvements
 - a. Accelerated courses
 - b. Elective courses
 - c. Vocational courses
 - d. Sex education - coordinated curriculum K-12
 - e. "How-To-Study" course taught in 7th grade
 - f. Increased teacher salaries and benefits to provide better qualified teachers (need for a salary scale comparable to adjoining New York and New Jersey school systems)
 - g. More power delegated to Student Council (youth needs a greater part in determining school rules and regulations)
 - h. Summer school
 10. Increased industry in area
 - a. To provide part-time jobs for youth while in school
 - b. To provide jobs for youth graduating from local schools
 - c. Greater employment opportunities for adults
 11. Improved library facilities (school and public) made available to youth and adults
 12. Greater involvement of the churches in the life and problems of our communities
 13. Need for transportation (public) facilities into, out of, and within all Pike County communities
 14. Increased facilities for assisting and training the mentally retarded and physically handicapped--also, mental health facilities
 15. Junior college established in area
 16. Special training for prospective parents
 17. Full-time welfare agency
- B. Identified problem areas listed in order of importance
1. Youth center
 2. Youth-Adult communication medium (forum)
 3. Youth-Adult sex, narcotic, alcohol education
 4. Adult education
 5. Expanded school curriculum and school improvements
 6. Vocational-Technical school
 7. Increased industry in area
 8. Improved transportation facilities
 9. Uniform drinking age
 10. Lowered voting age
 11. Low-cost housing units
 12. Improved library facilities
 13. Church involvement in community needs
 14. Greater aid for mentally retarded and physically handicapped
 15. Full-time welfare agency
 16. Training for prospective parents
 17. Junior College

Section IV

County Committee Recommendations

A. List for every problem area identified in Section III B

1. Youth Center

- a. Changes involved or improvements needed
 - (1) Organization must be formed or found to take responsibility for center (financial)
 - (2) Site (building-location) must be raised or leased
 - (3) Services to be provided must be determined
 - (4) Supervision for center must be provided
- b. Time factor involved - indefinite
- c. Population group affected
 - (1) Youth group (ages 12-21)
 - (2) Adult group to supervise and support center
- d. Groups needed to bring about change
 - (1) Community organizations
 - (a) Lion's Club
 - (b) PTA
 - (c) Masonic organizations
 - (d) Chamber of Commerce
 - (e) Churches
 - (f) Granges
 - (2) Possible commercial venture
- e. Appropriate agency to undertake sponsorship (above groups listed will be contacted)

2. Youth - Adult Forum

- a. Essential changes or improvements needed
 - (1) Responsible group to organize and manage forum
 - (2) Format for such meetings
- b. Time factor for implementation
 - (1) Such an organization can function only during fall and winter months (September-May)
 - (2) School programs (evening) interfere with scheduling such meetings
- c. Population groups primarily affected
 - (1) Youth of junior high and senior high school age
 - (2) Parents and teachers of youth
 - (3) Visiting speakers and discussion leaders
- d. Groups involved for change
 - (1) Youth
 - (2) Parents
 - (3) Teachers
 - (4) School administrators
 - (5) PTA Organization
 - (6) Church Organizations
 - (7) Civic Organizations

- e.. Appropriate agency to undertake sponsorship
 - (1) County Committee on Children and Youth
 - (2) PTA organizations
 - (3) Church organizations
- 3. Youth - Adult Education Program
 - a. Essential changes or improvements needed
 - (1) Responsibility and subsidy for program must be allocated
 - (2) Materials for services must be obtained
 - b. Time factor involved - should be coordinated with school year for maximum participation
 - c. Population groups primarily affected
 - (1) Junior-Senior high school students
 - (2) Parents of these students
 - (3) Local doctors and county health personnel
 - d. Groups needed to bring about change
 - (1) Local school district and school administrators
 - (2) PTA
 - (3) Junior-Senior high school health department
 - (4) School district nurse
 - (5) Public health services
 - (6) School guidance counselors
 - e. Appropriate agency to undertake sponsorship
 - (1) Local school district and district administrator
 - (2) PTA
 - (3) Public health services
- 4. Adult Education Program
 - a. Essential changes or improvements needed
 - (1) Survey must be taken to ascertain interest of adults
 - (2) Program must be determined and correlated to greatest needs
 - (3) Support of program must be established
 - (4) Credit for program must be determined
 - b. Time factor involved
(Program probably impossible before September 1970 because budgets have already been fixed)
 - c. Important population groups affected
 - (1) Parents - Adults
 - (2) High school drop-outs
 - d. Groups needed to bring about change
 - (1) Local school district (Delaware Valley School District)
 - (2) Pennsylvania State University Extension Service
 - (3) Orange County Community College
 - e. Appropriate agency to undertake sponsorship
 - (1) Pike County Superintendent of Schools
 - (2) Delaware Valley School District

(copies of this report will be sent to the agencies mentioned above)
 - f. Government responsibility and subsidy (to be determined by the agencies listed in e)

5. Needed school curricula additions and school improvements

- a. Changes involved or improvements needed
 - (1) More building space
 - (2) Increased faculty
 - (3) Closer relationship between student and staff and administration
- b. Time factor involved for implementation
 - (1) New senior high school to be completed in 1970
 - (2) New courses to be added in September, 1969
- c. Population groups affected
 - (1) Tax payer
 - (2) School Board
 - (3) Administration
 - (4) Faculty
 - (5) Students
- d. Groups to bring about change
 - (1) School Board
 - (2) School Administration
 - (3) Curriculum Committee

6. Vocational-Technical School

(The establishment of such a service is at present under study by the local school district (Delaware Valley School District) in conjunction with the Monroe and Wayne County school districts. In case the above service does not become a reality, the committee suggests the implementation of an "On-The-Job" training program with local industry)

7. Increased industry in the area

- a. Essential changes needed
 - (1) Increased industry to spur local economy
 - (2) Increased industry to provide part-time jobs for youth after school and during vacations
- b. Time factor involved - uncertain
- c. Population group affected
 - (1) Youth
 - (2) Adults who are forced to leave area for employment
- d. Groups involved to bring about changes
 - (1) Pike County Chamber of Commerce
 - (2) Lion's Club

(copies of this report will be sent to the above organizations)

8. Improved transportation facilities

(Study of this problem indicates that past ventures of providing these facilities have failed because the population is too small to support them)

9. Uniform drinking age
(The solution of this problem is governmental in nature, and this committee, therefore, can only advise their state representatives of the recommendations of youth and adults through correspondence and personal interview)
10. Lower voting age (18)
(Same procedure as that followed in 9)
11. Low-cost housing
(Further study is required before recommendations can be made)
12. Improved library facilities
 - a. Delaware Valley School District has authorized the spending of \$25,000 for the high school library's improvement
 - b. The new Senior High School (Delaware Valley) to be completed in 1970 with additional library facilities will help to solve the existing problem since the present curtailed use of the library is due to lack of space
13. Church involvement in community needs
 - a. Essential changes needed
 - (1) More youth participation in church activity
 - (2) Greater concern for youth's needs exhibited by the church
 - b. Time factor involved - indefinite
 - c. Population group affected
 - (1) Youth
 - (2) Adults
 - (3) Church personnel--ministers, priests, etc.
 - d. Groups needed for change
(Same as for c)
 - e. Agency to undertake sponsorship
 - (1) Church (entire)
 - (2) Church youth fellowships
14. Greater aid for mentally retarded and physically handicapped plus mental health and family counseling facilities
This problem is in the process of solution through the following services now available:
 - (1) Monroe-Pike County Mental Health Clinic
 - (2) Region N Psychiatric Program
 - (3) Program for Pre-School Physically Handicapped Children
 - (4) Crippled Childrens' Association
15. Full-time welfare agency
(case load at present time does not warrant increased services)
16. Training for prospective parents
(committee suggests further study before recommendations can be made)
17. Junior College
(same recommendation as 16)

B. Summary Recommendations

1. Creation of new services
 - a. Youth Center
 - b. Adult-Youth Forum
 - c. Adult Education
 - d. Vocational-Technical School
 - e. Youth-Adult Education Programs on drugs, alcohol, sex
2. Strengthening present services
 - a. Needed school curriculum additions and school improvements
 - b. Better library facilities
 - c. Greater involvement of church in community problems
 - d. Increased facilities for mentally retarded and physically handicapped plus mental health facilities
 - e. Full-time welfare agency
3. Legislative
 - a. Uniform drinking age
 - b. Lowered voting age
4. Requiring more study
 - a. Training for prospective parents
 - b. Junior College
 - c. Low-cost housing units
 - d. Improved transportation facilities
5. Governmental action and appropriation
 - a. Vocational-Technical School
 - b. Adult Education

Section V

Follow-up

- A. Impact on county of committee activity
(The greatest impact of Pike County committee activity was felt by the members, youth and adult, who were involved in discussions. The number of interested participants was small, perhaps because of ineffective publicity. Both the youth groups and adult groups felt that one great service rendered by the organization was the creation of an opportunity for communication--youth to youth--adult to adult--youth to adult)
- B. Steps taken to implement recommendations through formation of County Youth Advisory Council (plans are still incomplete)

Appendix

A. Committee Membership

Youth Committee

Carol Bloomgarden, Chairman
Joseph Carroll
Kenneth O'Grodnick
Ilona Mayer
Carole Huratiak
Helen Bohnert
Jay Benson
Denise Bullock
Janice Woltjen
James Mitchell
Craig Smith
Nan Ryder
Judy Brown

Adult Committee

Jean Cramer, Chairman
(Mrs. Leland)
Marion Almquist
(Mrs. Edgar)
Ruby Eagan
(Mrs. Ridgeway)
Gloria Foss
(Mrs. Harry)
Gert Bloomgarden
(Mrs. Henry)
Henry Bloomgarden
Leland Cramer
Richard Staffieri
Jean Boylan
(Mrs. Jack)
Jack Boylan

B. Major Organizations Participating

Delaware Valley School District Faculty
Guidance Counselors
PTA Organization
County Superintendent of Schools
School Nurse
Crippled Childrens Association

C. Acknowledgements

Mr. William Pearson, Region II Coordinator
Mrs. Andrew Duval, Region II Chairman
Delaware Valley School District
All committee members

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Potter

RECOMMENDATIONS

of

The Potter County Committee on Children and Youth

Submitted to

The Governor's Council for Human Services
Committee on Children and Youth

in preparation for

The 1970 White House Conference on Children and Youth

The Potter County Committee on Children and Youth presently consists of approximately twenty-eight active participants, twelve of which are young people. Five major communities are represented.

Chairman: Milton G. Braun
Germania, Pennsylvania 16922
Phone: 435-6777

Chairman
of
Recommendations
Committee:

The Rev. Robert B. Kerten
Coudersport, Pennsylvania 16915
Phone: 274-8095

This local committee is a permanent committee, and much of its work is yet to come. All members feel that in addition to the prospect of achieving some of the long range goals of the organization, there is also an intrinsic value to the meetings themselves. The meetings are informal and are permeated with frankness and openness. They offer an opportunity for self-discovery to youth and adults alike.

This present report is by no means intended to represent all facets of major County concerns, but is an indication of what the committee members feel are three most significant areas of concern.

DESCRIPTION OF POTTER COUNTY

Potter County's 1960 census shows a population of 16,488. The County consists of 1092 square miles, and there is a ratio of 15.1 individuals per square mile.

The major industries of Potter County are farming and recreation. Coudersport also has leather, chemical, and carbon industries. The income level throughout the County is fairly low.

Approximately 30 % of the population of Potter County are youth up to the age of 21. In 1967, the total school enrollment (kindergarten through twelfth grade) was 3793.

CONCERNING THE RECOMMENDATIONS

The balance of this report consists of three recommendations which the committee feels are most significant areas of concern in regard to the approximately one thousand young people of Potter County who are presently of High School age.

RECOMMENDATIONS

- Problem Topic:** RECREATION AND SOCIAL LIFE
- Nature of Problem:** The limited framework of youth's social life
- Point of View:** There is a great need for more meaningful recreation and more productive and enjoyable social relationships.
- Discussion Highlights:** The young people define this as their "number one problem." They claim that young people do not go across the boarder into New York specifically to drink, but because there is so little they enjoy doing here, and so much more going on up there. One of the more articulate young people said that he and others went to New York to meet people, and that liquor is quite available to teen-agers within Potter County.
- Random Observations:** Austin definately has its share of "problem kids." The Austin Jay Cees have been forced to close down the Community Building. Some of the young people in Shinglehouse belong to the YMCA in New York. Genessee is close enough to New York for young people to frequently go there to bowl, skate, and "dance without being watched over like hawks." There aren't very many dances in Coudersport any more; the rental of the Community Building is high. Galeton has a teen-age club which is sponsored by the Galeton Rotary Club. The young people direct its activities while a few adults exercise descrete supervision. This is working out well.
- Summary:** The youth of Potter County most certainly have a definite need for recreation other than that which is provided in connection with the High School oriented programs. They definitely need to relate to young people outside their own limited area. A recreation program that would bring together young people throughout the County would be of great value.

RECOMMENDATIONS

Problem Topic: COMMUNITY SERVICE

Nature of Problem: Not enough encouragement for youth to serve.

Point of View: Churches, local service organizations, and individual community leaders ought to establish channels and agencies whereby youth may be encouraged and assisted in serving their communities.

Discussion Highlights: Some of the young people pointed out that it takes a great deal of effort to meet their academic obligations in school with some degree of excellence. They argued that there is more of a need for recreation than there is for additional obligations. However, this seemed to be a minor point, and was not argued very strongly.
"Give us opportunities and we'll respond." This comment seemed to express the feelings of the young people, and it concurred with the opinions of all the adults.

Random Observations: "It is more blessed to give than to receive."

Summary: There is no substitute for pride of accomplishment.
"Give us opportunities and we'll respond."

RECOMMENDATIONS

Problem Topic: **EMPLOYMENT OF YOUTH**

Nature of Problem: **Sub-standard wages (Frequent underpayment of youth under eighteen years of age)**

Point of View: **Both youth and adults feel that there should be a minimum wage for young people between the ages of fourteen and eighteen.**

Discussion Highlights: **Some young people are employed (especially in farm work) for wages that are sub-standard. People over eighteen are paid more for doing the same work.**

EXCERPT FROM THE MINUTES OF THE GENERAL MEETING, MAY 19, 1969

"Neither the serious concern of the young people nor the youthful outlook of the adults appeared to be at all condescending. We communicated."

Robert B. Kerten

Y C 536/92.2
425c
Schuylkill

R E P O R T

of

THE SCHUYLKILL COUNTY COMMITTEE

for the

1970 WHITE HOUSE CONFERENCE ON
CHILDREN AND YOUTH

June, 1969

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June, 1969

To: Mrs. Jane Duvall, Region II Chairman
Mr. William Pearson, Region II Coordinator

From: Schuylkill County Committee

This report seeks simply to define specific local problems and attitudes which our inquiry developed and recognized; we have not attempted any broad definition of the problems of the day. Moreover, on review of our findings we note that they relate principally to youth now in high school, to an appreciably lesser degree to recent graduates, and even less to drop-outs and youth whose education stopped with high school. There are several reasons for this. First, the enrollment of the county public and parochial high schools was approximately 14,000 during the past year and represented a readily accessible group; next, the only college students in the area (aside from county students attending college elsewhere who happened to be home from time to time during the period of inquiry) are the approximately 600 attending the Schuylkill County Campus of Penn State, although our coverage of that group was especially good; and lastly, our organization was such that we simply did not reach many of the over-18 youth who did not go on to college or who are drop-outs, except

to the extent that those with special problems came within the knowledge of the co-Chairman of our Peer Group Values Committee and the activity of our County Child Welfare Agency, whose director served as our Home Committee Chairman.

Another area in which our report is of limited value is racial prejudice. While there are evidences of bigotry and racial prejudice among county residents who have had little or no contact with blacks, there are very few black families in our county (and all of these, with a few exceptions, residents of Pottsville) and the black students at Pottsville High School report no racial prejudice in the school.

Generally, our committee feels that its efforts will be helpful at the county level, regardless of what happens higher up. We expect to continue to function and there have already been several worthwhile follow-ups, reflected in Section III of this report.

In accordance with our directives, our organization included a number of youth, some of whom attended general committee meetings with regularity, and a greater number of whom

participated at the subcommittee level. However, as it turned out, the work of the three subcommittees was directed principally by the adult chairmen.

Submitted by,

Treesa B. Lipkin
Adult Chairman

Warren H. Frei
Home Committee Chairman

Helen Deitrich
School Committee Chairman

Estelle Powers
Peter Yasenchak
Peer Group Values Committee
Chairmen

Elizabeth Barnwell
Josephine A. Gustin
Rev. Joseph T. Gilmore
Dana Harrison
Rev. Richard W. Howarth
Alexander E. Lipkin
Gail Morrison
James J. Morrison
Rev. Max E. Nuscher
Austin Scandiber
Francis Sheehan
Edith Spiedel
Dr. Norman M. Wall

Adult Members

Gloria Bindie
William Bretz
Jane Dronick
Elizabeth Johnson
Betsy Jones

Youth Members

I. SCHUYLKILL COUNTY BACKGROUND

There are several special economic and social factors with regard to our county which should be taken into account in evaluating our youth problems. These relate principally to our having rather abruptly changed from an area of traditional high unemployment to one with full employment. The basic factors are these:

1. At present the county population is about 135,000, representing a decline of about 12% from 1950 but an increase of about 2% during the past few years. The county experienced a continual decline in population from 1930 to 1965, which became especially precipitous after World War II and was attributable to poor economic conditions in the area. Moreover, our population declined while that of the state generally was increasing.

2. The reversal of the downward trend in population during the past few years came about with the elimination of substantial unemployment in the area. As recently as the end of 1961 almost

16% of the county work force was unemployed. By the end of 1965 this had declined to 7% and currently is about 3.5%. The population is about two-thirds urban and one-third rural. The two largest communities are 22,000 and 11,000, indicating that a substantial part of the population of 135,000 is made up of small towns.

3. The age distribution in the county indicates that we have relatively more older individuals and fewer young people. This is the result of the fact that for a number of years our youth have been leaving the county as they finished high school or dropped out. Those who have gone on to higher education have generally not returned, and others have left the county to find employment. The relatively small number of young children also indicates that young couples have in the past been leaving the county to establish households elsewhere. This trend has been very substantially modified as a result of the creation of many new job opportunities for young people during the past five or six years. Another factor which will hopefully contribute to the upward trend is the recent opening of two vocational technical training schools. The population decline from 1950 to 1960 is more significant than the difference at the beginning and end of the period indicate. It is a result of the following components:

COMPONENTS OF POPULATION CHANGE

SCHUYLKILL COUNTY

Population

1950	200,577
1960	173,027
Total change	-27,550
Births	34,332
Deaths	23,433
Natural increase	10,899
Estimated net migration (1)	-38,449

(1) Total change minus natural increase

Source: Pennsylvania Statistical Abstract 1961
Department of Internal Affairs

4. A few significant comparisons of the distribution of Schuylkill County population compared to the State at large are the following:

PERCENT DISTRIBUTION OF 1960 SCHUYLKILL POPULATION

by 5 year age groups

	<u>Schuylkill County</u>	<u>State</u>
* 0- 4	8.6%	10.5%
5- 9	8.5	9.7
10-14	8.5	8.9
15-19	6.6	7.1
* 20-24	4.4	5.4
* 25-29	4.9	5.7
30-34	6.5	6.8
35-39	7.2	7.3
40-44	7.5	7.0
* 45-49	7.7	6.5
* 50-54	6.9	5.8
* 55-59	6.0	5.0

* These groups indicate the population distortion referred to.

5. The racial composition of the population would seem to present no broad-based problem since there were only 358 blacks in the county out of a total population of 173,000 in 1960. (There

are probably one-half as many in the county today, but this might be a misleading statistic. The reason for the decline is probably the fact that as the negro section of Pottsville (representing the only concentration in the county) was redeveloped during the past few years, the residents left the area permanently, probably because of lack of private rental housing. This appears to represent an area of discrimination which is not generally recognized by or talked about in the community to any great extent, presumably because of the small number of people involved.) In view of the rapid decline in employables in Schuylkill County in the last year or two, a member of the board of directors of Greater Pottsville Industrial Development Corporation, the civic group responsible for the bringing in of much new industry in recent years, recently suggested that special efforts be made to invite blacks, Puerto Ricans and other minority groups into the area to provide employables for existing and future industries. The idea received no support from others.

As recently as 1966 the number of poor families (families in poverty) as a percent of total families in Schuylkill County was 21.4%, compared to a statewide average of only 13.9%. (Source: Community Services of Pennsylvania, August, 1968 Study on Poverty in Pennsylvania, page 30)

6. The most recent readily-available county income data is the following:

<u>NET INCOME</u>	<u>PERCENTAGE UNITS</u>
\$ 2,999	25.6
3,000 - 4,999	20.8
5,000 - 7,999	31.6
8,000 - 9,999	10.9
10,000 & Over	11.1

Source: "Sales Management," June Issue 1967

These levels are comparatively low, but incomes in the \$3,000 to \$7,999 brackets have probably increased fairly substantially in the last year or two as the result of appreciably higher rates which have become effective in a number of the county industries.

7. For some decades until shortly after World War II, the major source of payroll in Schuylkill County was anthracite mining. With the decline in that industry, textiles became the major industry, which lasted until five or six years ago. (Textiles in our area are predominantly female-employing, and lack of male jobs was our most serious economic problem.) During the past several years, light manufacturing has become a major source of

payroll. This is made up of a fairly wide range of small to medium-size manufacturing plants brought into the area through the efforts of Greater Pottsville Industrial Development Corporation, a civic, locally-funded organization.

At all events, the county is experiencing a sharp economic and social turnabout, and is experiencing some new problems as a result.

II. COMMITTEE FINDINGS

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Problem

Youth Value

1. Lack of Understanding

Parents are not really aware of the pressures of school and social life. They should take more interest in children's activities.

They say they are interested in children's opinions, but generally are closed-minded and not receptive to change, which would make them more aware of the realities of the day.

Parents should develop gradual responsibility in their children, rather than expect that they suddenly become adults or become capable overnight of handling responsibility on graduation from high school.

2. Lack of Communication

Parents and children do not sufficiently discuss and try to understand problems of the times. Therefore, children find it easier not to tell their parents everything that they are doing in order not to worry them. Parents should make it possible to establish easy talking relationships and encourage open expression of opinion by their children.

3. Discipline

Children do not like arbitrary and unimportant rules, but recognize the need for and will comply with restrictions if fair and if they are consulted. Children feel they should look to their parents for guidance and advice, rather than arbitrary direction.

Problem

Youth Value

The most effective discipline is deprivation of privileges.

Curfews -- acceptable if reasonable, but generally are too limiting.

Some youth feel the requirement that they accept discipline and "answer to" their parents ends when they cease to be financially dependent on them.

Unfair attitudes of parents are normally the result of ignorance of children's problems and feelings.

4. Home Structure

"The good old days" were really not so good; parents were afraid to be failures. Youth want to be different from their parents and hope to be better parents.

When children "go wrong" parents should realize that it may be the result of natural curiosity and experimentation, rather than failure on their part.

Parents often expect results beyond their children's capabilities.

Problem

Youth Value

5. Sex

As related to going steady, parental education is not adequate and generally consists of "just warnings." Parents miss the point of love and look on going steady as "sex."

6. Drinking

Parents should teach children how to handle alcohol at home. The committee found general disagreement on the question of whether it should be acceptable for children to drink away from home.

7. Smoking

A personal decision and parents wrong to dictate.

B. EDUCATION

Problem

Youth Value

1. Communication

Need for students to be heard by faculty and school administrators.

2. School spirit and activities

Insufficient student involvement in activities other than sports.

Student councils have insufficient freedom in activities. Children, especially if singled out, will do what's expected of them. Student councils should be more effective in student participation in affairs of legitimate student interest. Generally, school papers are ineffective because of limited freedom of expression.

3. Class structures

Teachers expect children to listen and students are not given sufficient opportunity to express themselves.

There is need for more teachers and smaller classes. Study halls do not serve their purpose and should be done away with. Faculties in some area schools are unbalanced -- too many old and

Problem

Youth Value

too many very young teachers, with too few in the middle brackets. At one of the high schools in the area, the point was made strongly that they should try to attract "city" teachers rather than have all home-town people. (The community in question is considered one of the more provincial towns of the area and reported fewer problems than were identified at some of the more cosmopolitan student bodies.)

Slow learners get too little attention; classes are geared and conducted with too much attention to the more intelligent and more outgoing pupils. (On the other hand, some bright students working with the committee felt that classes are too often geared to the average student, with insufficient stimulus for those above average.)

4. Grading System

A poll taken among 400 students at one of the schools (grades 7 to 12) reflected a majority (53%) expressing the opinion that some numerical or alphabetical grading system is necessary. However, generally in the county many felt that pass/fail system would be an improvement. At the largest high school in the county, students indicated a desire for change from alphabetical to numerical grading and complained of teacher resistance to grading changes adopted several years ago by the school administration.

Problem

Youth Value

5. Dress Code

The poll of the 400 students reflected approximately a 50/50 split on whether any code is desirable; however, the poll was almost unanimous against imposition of a code by school officials. (The alternative, of course, is a code drawn up and enforced by students.)

6. Length of education

Artificial. Groupings and progress should be based on periodic ability tests.

7. Content (high school level)

High schools should offer more electives and more opportunity for specialization. There should be fewer required courses, except where required for college. Generally, a greater flexibility in course requirements is desired.

8. Parental Understanding

There should be adult classes to train parents in modern math and new science ideas.

Problem

Youth Value

9. Cost of education

Underprivileged often unaware (and not informed) of opportunities for financial help for higher education. This needs to be done early -- to shape courses and avoid drop-outs.

C. PEER GROUP VALUES

Problem

Youth Value

1. "The Hypocritical Society"

"It seems that we live in a hypocritical society. Everyone is preaching love thy neighbor and do unto others and yet no one is practising it. This is one of the problems that confound youth today and which they are trying to overcome." (Quote from paper written by college freshman at Schuylkill Campus of Penn State in response to class discussions related to our committee's work)

2. Lack of communication with parents and government

No right of free speech at home. Older people have rules and expound on them, but won't debate their value with children.

In underprivileged families and those where parents have had limited education, there is less adult guidance. In such families, parents rarely have time to really talk to their children.

There is need for more communication between youth and government officials. (Youth apparently fail to understand that temporary government jobs (e.g., summer jobs) are intended to provide training for future jobs and are not just a means of providing an opportunity to earn money for a short period.)

The government should assist drop-outs in getting jobs. (In this connection, the two new county vocational training schools, referred to above, are expected to be of significant help to drop-outs and high school graduates who do not go on to college.)

Problem

Youth Value

3. Recreation

In several of the communities, lack of recreation was the number one youth hang-up. While there are community pools in the city of Pottsville, there are complaints that they close too early and children who have to work in the daytime are unable to get very much use of them. Others complain that the best ballfields in town generally are the Little League fields, but that youth (generally above Little League age) are denied access to them. In the City of Pottsville, there was a building known as the Pottsville Mission in the then colored section of the town. This was the center of activity for blacks and underprivileged whites. This building has been torn down in one of the city redevelopment programs and there is now nothing to take its place. (See Section III, Impact and Follow-up)

Criticism of the unavailability of school facilities for general, year-round recreation.

Generally, girls complain that there are sports programs for boys, but nothing for girls.

4. Voting Age

Too high. When old enough to fight, should be old enough to vote. 19 a suitable age. The poll of 400 students resulted in a 53% count for age 18, but 31% favored retention of age 21.

In the same poll, on the question whether voters should be required to take mental maturity or current events tests, the vote was 39% yes, 61% no.

Problem

Youth Value

5. Marijuana and drugs

There was little indication of present use of marijuana or other drugs; however, there were indications that the present limited use of marijuana is recent and perhaps growing. On this subject, the very great majority of youth (high school age) expressed the view that marijuana should not be legalized, principally because it might lead to other drugs. (At a meeting at one of our homes attended by approximately 23 youth and 15 adults, 3 youth publicly acknowledged that they have been smoking pot. The 3 in question are particularly active in community betterment.)

In the discussions on pot in the college classes, the general attitude reported was a feeling that there should be no restrictions on its use.

6. Drinking

Except for drunkenness causing incidents at dances at one of the county schools, there was no indication of any generalized problem.

While there were some expressions of opinion that 21 should remain the legal drinking age, others (college level) expressed the view that it is nonsense that a person under 21 cannot have a bottle of beer without breaking the law.

Problem

Youth Value

7. Sex Education

Starts too late in school. The great majority favor teaching on this subject in high school with an apparent majority favoring such education being started in junior high school.

8. Draft and military service

Current draft unfair to non-college youth. Draft generally unfair; alternative should be maintenance of a volunteer military service with good salary and benefits.

9. Vietnam

"I protest because I am patriotic, because I care about the future of my country. I feel I am being patriotic by expressing my true feeling and not by saying 'My Country right or wrong.'" (Excerpt from paper written by college freshman in response to committee questions.)

10. Race

The black students at Pottsville High School (15 out of a total of 2129) report no racial prejudice in the school.

Since there are probably less than 200 blacks in the county (and almost all of these in Pottsville), the problems of blacks generally appear not to be major ones in our county. However,

Problem

Youth Value

the present population represents about one-half of the number of 358 who lived in the county (mostly Pottsville) at the time of the 1960 census. The reason for the decline is probably due substantially to the fact that as the run-down section of the town in which the blacks lived was redeveloped, many left the area -- presumably because of the lack of private rental housing.

Though there may have been job restrictions because of prejudice in the past, local industries now indicate a complete willingness to hire blacks, no doubt in great part because of the present tight labor market. (Accordingly, it is the opinion of the committee that racial prejudice and bigotry exist, even among those who have had no direct experience in living with blacks and whose attitudes are shaped by reports of black activities elsewhere.)

Among the blacks, the major criticism is the lack of recreation facilities and a general attitude on future plans being "to get out of town."

Financial security does not appear to be one of the problems of our blacks, but adult guidance and cooperation seem to be a great need, since many do not get the necessary guidelines at home, due mostly to lack of education on the part of their parents.

Problem

Youth Value

11. Jobs

In the past, county youth who did not go on to college left the area for jobs in industry. With the influx during recent years of new industries, and with the creation in the county of two vocational training schools, it is anticipated that more of our youth will remain in the county for training and for jobs.

12. Moral standards of
movies and books

Should be free to depict life as it is.

13. Definition of success

Happiness. Parents, however, think of success in terms of money.

14. Religion

Church and institutionalized religion offers little. The church caters to adults, because they are the ones who support the church financially.

III. IMPACT AND FOLLOW-UP

The committee's activities were conducted during the late fall and winter (1968-1969). However, there are indications that the inquiry already had some desirable effects and a number of committee members are interested in an ongoing county youth advisory and action group.

Among several ascertainable local results so far are these:

1. One of our major problems is inadequate recreation facilities for young people. In Pottsville, the largest city in the county, the single existing such facility of any kind, outside the schools and the limited Jewish Community Center, is the YMCA. This is a badly run-down structure, very unattractive and sparsely used. Until the last year or two, a building known as the Pottsville Mission existed in the black and underprivileged section of the town, in which it was the center of recreational activity. That building was removed in the redevelopment of the section and has not been replaced. About two years ago, upon the YMCA's ascertaining that it could probably not finance a new structure on its own, there was organized a group (known as United Recreation Council) consisting of representatives of all faiths. The goal of this organization was to create a facility

to serve as a center for recreation, and social and other community services. For Various reasons, the organization has not moved forward to any great extent. However, as a result of our committee's work, the county chairman has encouraged the inclusion of such a facility in the proposed redevelopment of another centrally-located section of the city. Discussions are now being held with the local Redevelopment Authority on means of including a neighborhood facilities building (which would include recreation) in those plans.

2. In the City of Pottsville (high school population 2129) our youth representatives from that high school felt they were unable to speak out or to communicate with school authorities. Our inquiry led to discussions among student groups initiated by our Education Chairman (a high school guidance counselor) which culminated in a series of discussions among a group of students, the Superintendent of the Pottsville Area School District and various faculty members. These discussions have resulted in several concrete improvements and the establishment of ongoing communication. The results at this school are described in a letter from the Superintendent of the Pottsville Area School District to the Committee Chairman. (Appendix A attached)

Similarly in Pine Grove, where one of our youth members lives, our inquiry led to meetings among a group of youth with the Mayor and Borough Council which resulted in assurances that there would be new tennis courts, a baseball field and other recreational facilities.

3. While the Committee is aware of discussions in various parts of the county on a broad range of subjects stimulated by our inquiry, we assume there are others of which we are not aware. Among several which received special public attention were these:

(a) As a result of one of our discussions, State Senator Frederick H. Hobbs, a forthright spokesman against racial and religious discrimination, was invited to speak at the local Penn State Center. This was a stimulating, successful meeting attended by 185 people, consisting of students, faculty and administration, and others.

(b) Because of discussions on student rebellion stimulated by the committee's inquiries, one of our members addressed the local Rotary Club on that subject, which resulted in fairly substantial comment in the area and newspaper discussion. (A copy of that talk is attached as Appendix B.)

IV. COMMITTEE ORGANIZATION AND ACTIVITIES

Our Planning Committee, consisting of the Subcommittee Chairmen, the Adult Chairman, and certain interested youth and adults which varied from time to time, met eight times. These were fairly widely-spaced during the course of the inquiry and served as report and planning meetings while the subcommittee activities were being conducted. One of the general committee meetings was set up as a "let-your-hair-down" session attended by 23 specially-invited youth and 15 adults. The youth came from five or six communities (high school and vocational school students) and several college students.

The subcommittee activities consisted principally of the following:

A. Education Committee. 31 meetings consisting of:

- (a) 21 classroom meetings with 30 to 35 students at each (high school and college)
- (b) 9 non-class meetings with from 5 to 12 students
- (c) 1 college meeting (speech by State Senator and discussion) -- 185 present, consisting of students, teachers and administration

(This does not include 7 meetings at Pottsville High School among the Superintendent of Schools, faculty and 20 to 25 students at each.)

B. Home Committee. 9 meetings consisting of:

- (a) 4 meetings with approximately 100 students at each
- (b) 1 meeting of 400 students (Grades 7 to 12)
- (c) 4 meetings with 4 students and 2 adults at each

In addition, 4 students at one of the high schools have continued to meet weekly with the borough council on problems of recreation facilities.

C. Peer Group Values Committee. 3 meetings with groups ranging from 1 to 5 adults with 2, 6 and 20 students.

The relatively small number of formal meetings held by this group is deceptive. We feel the findings of this subcommittee are valid and broad-based despite the small number of meetings because of a special knowledge and familiarity with problems of this type on the part of the co-chairmen of that committee.

Total subcommittee meetings -- 43

Pottsville Area School District

Academic Center

1501 WEST LAUREL STREET
POTTSVILLE, PENNA. 17901

May 6, 1969

Mrs. Alex Lipkin, Chairman
Regional Committee of 1970 White House Conference
1903 Oak Road
Pottsville, Pennsylvania 17901

Dear Mrs. Lipkin:

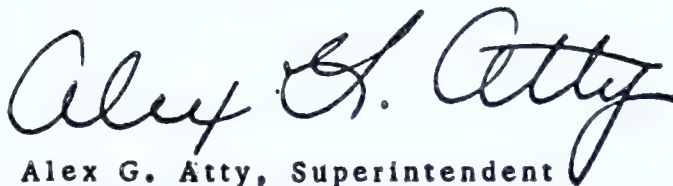
It is with a great deal of pleasure that I write to you concerning certain youth conferences which were held in this district. As you know, the first meeting was held on March 17, 1969 and was initiated at your suggestion through the guidance of Mrs. Helen Deitrich of our staff. Those involved were a number of outstanding members of our senior class, Mrs. Deitrich, and myself. Eventually, other members of our high school faculty sat in on the sessions because what started out as a single meeting to explore ways and means to improve communication between students and teachers resulted in a series of meetings which will continue through May and which, to date, have covered such topics as:

- Improvement of Recreational Facilities and Programs in Underprivileged Areas.
- Combating Juvenile Delinquency.
- Student Government.
- Uniform Policy on Grading.
- Final Examinations.
- Cafeteria Procedure.
- Student Dress and Behavior.

Personally, I was very impressed and proud of the maturity which our young people displayed. Any changes in school policy which may result from these meetings will not go into effect until these seniors have graduated, but exemplifying the idealistic and altruistic characteristics of youth, they sought, through dialogue, to arrive at positive means to improve their school and their community.

Our students, I believe, appreciate the trust which we are willing to place in their judgment and try very hard to live up to our expectations of them. My one hope is that it has been as rewarding for them as it has been for me.

Very truly yours,



Alex G. Atty, Superintendent
Pottsville Area School District

AGA:A
CC: Mrs. Deitrich

(For delivery to Pottsville Rotary on April 23, 1969)

Alexander E. Lipkin

THE STUDENT REBELLION

In the face of Cornell and several other extreme situations existing on our college campuses this very day, my trying to present an objective, dispassionate talk on student rebellion is a rough task. Even rougher is my trying to get you to really listen to such talk. I suspect I could more easily get you to respond to a rousing "send them all to Vietnam" type of speech than I can get your understanding of what I had planned to present. Nonetheless, the very fact that a Cornell can happen is all the more reason for us to try to make an unemotional examination of the what and why of campus disorders.

First of all, I want to set some clear guidelines on what I will try to talk about. I think the problem of negro rebellion, whether on the campus or elsewhere, is a very special problem and one which I will not try to talk about today -- principally because there is plenty to be said in the time available on the area I do have in mind -- which is the why and what of the rebellion by the whitemiddle class college student. It is the conduct of this group that is harder for most of us to understand. Moreover, no less an authority and beleaguered college president than Dr. Hayakawa of San Francisco State last week made a statement that the rebellions of the blacks and whites are two very different movements. At all events, please bear in mind that I am trying to talk only about the whitemiddle class college student, the boy or girl whom you and I are more likely to know.

WORLDWIDE WILDLIFE

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WORLDWIDE WILDLIFE

The January edition of FORTUNE Magazine, which most of us would consider an objective and conservative observer, was a special issue entitled "American Youth: Its Outlook is Changing the World" -- a title which suggests that what our young people are thinking and doing has very serious consequences. One of the articles in Fortune is a survey of student attitudes and activities on about 40 college and university campuses. One of Fortune's findings is that about 40% of our college people (not including faculty) identify themselves with the protests and demonstrations now coming to be called "The Movement." (More recently, Dr. Pusey, the President of Harvard, suggested that the figure has grown in recent months and that a majority of college students now are involved to some extent -- a group which he labels the "moderate majority.") And last week's TIME Magazine, the April 18 issue, cited a survey which found that of the 6,700,000 students on our college campuses, only about 2% can be classified as "destructive radicals." A recent Harris poll supports this 2% figure and also that only one-tenth of 1% of American students pay dues to the S.D.S. - the Students for a Democratic Society -- the largest and best-known of the radical organizations. I find these figures so low as to be hard to believe -- but they came from pretty solid sources.

These sound like comfortingly small percentages, especially if you are inclined to lean very hard on history and take the position that the college campuses, going back many generations, have traditionally been the scene of the type of demonstration that is now going on, both on campuses in our country and on those of several other free countries, including France, Italy, Germany, Japan and Mexico. Interestingly enough, this does not seem to be the case in countries where freedom of thought and expression are greatly circumscribed, such as in the dictatorships of the world. For example, on a recent visit to Brazil, where a democratic government was taken over in a coup by the military about a year ago, I learned that they have absolutely no problem of student militancy. On the other hand, no one else speaks up there either -- and even the slightest criticism of the government results in jail or a strange disappearance.

We are all pretty well informed on what the radicals are talking about; we get it loud and clear from the radio, newspapers and the television camera. However, I think many of us are not quite so well informed on what the moderate majority are talking about. There are many sources for finding this thinking, and from publications and talks that most of us would consider highly conservative and

dependable sources. Some recent ones are TIME Magazine, the special January issue of FORTUNE Magazine, The SATURDAY REVIEW, the CENTER Magazine (published by the Center for the Study of American Institutions -- certainly one of the most erudite gathering of thinkers in the country); and people like John D. Rockefeller III, George F. Kennan, the former Ambassador to Germany and Russia, who now teaches at Princeton, and even Prince Philip.

What I propose to do now is to try to tell you what these conservative sources say the moderate majority on our campuses are talking about, and what concerned adults who have addressed themselves to the matter are saying in response to the young people -- and, if there is any time left, I want to express some personal views.

(These I hope you will understand are not instinctive views on my part or, if they are, at least they are tempered by some serious reading and listening on the subject.)

My interest in this question began to get really serious just last fall, when there was organized in our county a committee called the PRESIDENT'S COUNCIL ON CHILDREN AND YOUTH. This is an undertaking which comes about every ten years, having been started in 1908 by President Theodore Roosevelt, and has been reconstituted at regular intervals since, for the purpose of looking into the problems of our

young people. These studies are put together on a county and state level, and ultimately brought together in Washington. In the past they have led to much desirable legislation, such as our child labor laws and provisions for the underprivileged youth of our country's poor. This committee began to function last fall with my wife as county chairman. A number of responsible adults in the county, drawn from our schools, the clergy and others, and including the active participation of young people in the later high school years in our county schools and some who have already finished, and also including some students from Penn State University, have been engaged in meetings and discussions seeking to identify problems of youth right here. You will be hearing more about the work of this group in the near future.

Because of my wife's work on this Council on Children and Youth, while in California on a recent trip, she and I spent some time in the Haight-Ashbury district of San Francisco talking to hippies -- just trying to find out why these bright young people -- many from upper middle-class, solid, respectable and sometimes affluent families -- have dropped out of society. They do nothing which most of us would consider constructive, and many readily admit that they take dope. We came away with a pretty unhappy feeling for them and with a resolve that there is much work for us and everybody in this room to do to try to prevent more of our young people from reaching such a point of

frustration, the point of feeling that there are a lot of things wrong but you can't fight city hall, or you can't buck the establishment, and you can't do anything worthwhile about it so to hell with it, so let's find a place where we can ignore society. These hippies, in my opinion, are a sorry lot -- and I think are to be pitied.

I have decided that I can best present the views of the moderate majority and the critical adult by presenting a review of a very uncommon book. This book started back in January of 1968 when a speech by Dr. George Kennan, delivered at the dedication of a new Library at Swarthmore College, was printed in the New York Times Sunday Magazine for January 21, 1968, under the title of "REBELS WITHOUT A PROGRAM." In the speech and the subsequent article, Dr. Kennan said, in essence, that the University should be a place of withdrawal and contemplation and learning, which he contrasted with the behavior of so many of our present college students. There resulted a tremendous number of responses -- letters to Dr. Kennan and the New York Times -- some agreeing with him and some dissenting. Because of this indication of great interest, it was decided to publish a book on the question. The book, entitled "Democracy and the Student Left, came out some months ago.

The book is in three parts; the first sets forth all or parts of 28 letters from students at various universities (some agreeing with Dr. Kennan, some disagreeing); the second consists of 12 letters

from others whom he described as "the older generation," and all of whom obviously have thought very seriously and philosophically about the problems of youth and student dissent. The third part of the book is one in which Dr. Kennan replies. (Accordingly, the book is an excellent source of pros and cons on the question. The significant thing about the last part of the book, in which Dr. Kennan replies, is the fact that it was written after he had been exposed to the very well expressed views of so many letters, and, as he points out, he really got their message before formulating his reply.)

In the interest of being as succinct as possible, I want to summarize the views of the student protestors as presented by Dr. Kennan. It is this (pp 138, 139):

". . . I think I could write a composite letter listing the sources of student discontent and frustration. I know, now, that the state of the American Negro -- initially in the South but more recently in the Northern urban ghettos -- has troubled their consciences and has caused many of them to feel they must 'do something about it.' I am aware that what many of them have already done in this respect took great courage and idealism and fortitude of spirit. I know that the students are immensely upset by the combination of Vietnam and the draft; that they view our military effort in Vietnam as a wicked, immoral war against the Vietnamese people; that they feel their own consciences to be engaged in the question

as to whether they should permit themselves to be drafted for participation in such a war. (I understand that they find this question, notwithstanding the fact that it does not have to be answered until they complete their undergraduate years, to be so harrowing and to harbor such apocalyptic implications that it is silly to suggest they should have their minds primarily on their studies while this looms before them.) I further understand that they find intolerable to their sensibilities the fact that industrial firms which supply our armed services, . . . should be permitted to recruit on campus; that they see in this, as well as in the fact that universities accept research contracts from the government, evidence that the universities have placed themselves at the service of American 'imperialism'; and that they wonder whether they, the students, by consenting even to be students in such places, are not being contaminated with a share of the attendant guilt. I understand that they feel frustrated and desperate because, although they have tried to make their views known, the Administration has showed no signs of paying attention to them. Therefore, they feel, no adequate means of expression are open to them but noise, demonstration, and -- some would say -- revolution."

Of course, several new issues have recently developed -- especially with respect to student involvement in college administration, selection of courses, admission of more negroes, and elimination of rules restricting personal freedom. Dr. Kennan points out that the starting point of the student rebellion was not on the campuses, but with negro demonstrations and demands for equality of treatment and exercise of civil rights. (While these demonstrations and the subsequent college rebellion seem to have been with us forever, it is interesting to be reminded that as recently as 1962 a professor of psychology at Yale Medical School, writing on student political tendencies, expressed the view that he saw little likelihood of American students ever playing a radical role; much less a revolutionary one, in our society. That professor was not only dead wrong, but the change came with startling quickness.) At all events, while the negro demonstrations started off the campus, they were quickly picked up and supported by white students, generally from middle or upper-middle class families, who began to demand by demonstrations and marches, that the colleges themselves take certain actions with respect to improving the situation of negroes. This attitude of the American student is well expressed by a young man from Notre Dame who wrote one of the letters to Dr. Kennan, in which he stated:

"For us the essence of democracy is not the willingness to accept the dictates of the majority, but the readiness to respect and defend the dignity and the rights of many minorities." (p. 198)

On the war in Vietnam and the draft, typical is the letter from a senior at Yale University whose father is a Judge in California and who describes his family as a middle middle-class home with family roots deeply buried in the midwest. He said: "I have never sat in. I have not dropped out. I am, however, a radical by Mr. Kennan's definition. Although I have not burned my draft card, I fully expect to spend five years of my life in Federal prison for refusing to go to the war in Vietnam." This young man, and many others whose letters are reproduced in Dr. Kennan's book, expressed the feeling that the war in Vietnam is immoral and unjust. A senior at Columbia said it as follows: (page 29)

"I should not fear giving up my life for my country when I would feel that I were truly fighting for my country. I and my fellow students are unwilling to sacrifice what our parents have given us in material comfort and moral training, and what our country has given us in opportunity and freedom to use that opportunity for a cause which, to our eyes, is both politically and morally wrong."

(These young men distinguish being a draft dissenter from being a draft dodger, alleging that the dissenter is, as a matter of fact, willing to accept the consequences of his actions within the democratic framework -- which cannot be said about a deserter or a traitor. At all events, the uncertainty that faces young men as they graduate from college as to whether they are free to pursue a further career at school or in a job, apparently has led many to their conduct of rebellion.)

On the question of civil disobedience and its justification in our type of society, the attitudes are summed up by a student at Dartmouth:

"As to the question of when civil disobedience is justified in a democratic society, one must ask if this is the right question to ask at all. In any society, democratic or otherwise, when one sees injustice, one must resist."

And in the words of another student at Notre Dame, saying:

"Laws are not sacred, Mr. Kennan; people are."

And an adult woman, in support of her position on civil disobedience, expresses the opinion that a Negro in Alabama would have been quite justified in violating a segregated seating

law because Alabama, in her opinion, was not a democracy as far as the negro was concerned. However, and this is very significant, almost uniformly the young people whose views are expressed in Dr. Kennan's book seek to justify peaceful civil disobedience only, and not violence.

One of Dr. Kennan's main criticisms, implicit in the title "REBELS WITHOUT A PROGRAM," is the charge that the "student left" simply has not developed any kind of unified program of its own. To this the students have answered that there is in truth no well-defined "campus left," but that what we do have is "a series of reactions by a myriad of students protesting a myriad of problems at a myriad of different schools and locales, and that because of the different nature of the problems and that because there is a constant turnover as students graduate and find their places in society, there cannot be any well-defined entity called the 'campus left.'" And reacting to the criticism that the students do not offer constructive alternatives on the points they criticize, a University of Toronto student put it simply:

"We know enough to know what we don't want, but not enough to know what should be done about it. We ask the older generation to explain why things are the way they are, to help us find the alternatives, show us the tools to build the alternatives, and lastly work with us."

Responding to Kennan on the same point, one of the adult observers (a professor of History at Princeton University) put it this way:

"To my mind, this is the best generation our country has yet produced -- for the reason that it contains a substantial minority who will not be deterred from asking whether established slogans and authorities really are advancing human happiness."

An excellent letter from one of the adults, who describes herself as an ardent admirer of Mr. Kennan, closes with this paragraph:

"Please listen more closely to the students -- obviously there are rotten apples in their barrel too -- and the violent ones and the drugged ones are not typical, but extremists. Please sympathize more with their sense of urgency, especially that of the Negro. They have only gotten halfway through their period of questioning and revolt. Now they need help to find the constructive action to justify it -- from such men as you."

To which I add -- and us.

(At this point I want to remind you that I am simply trying to present views expressed by students, interested adults, and Dr. Kennan himself in a book which tries to set forth well balanced views on the issues we are discussing -- and I am reading a number of direct quotations in the interest of preserving my objectivity and in fairness to the views expressed.

To this point I have been summarizing the views of students and interested adults who corresponded with Dr. Kennan, and he seems to have selected for printing those which were most clearly in support of the position of the "movement" and the student left -- and which mostly are critical of Dr. Kennan's speech and the Times article. The replies and rebuttals are reserved for the last third of the book, in which Dr. Kennan expresses his own opinions. A detailed statement of Dr. Kennan's rebuttal simply is not feasible in the time I have available. However, there is near the end of his book a sensitive statement of Dr. Kennan's views -- summed up in the form of what he might say, as he puts it, to a composite student activist -- if he could get him to listen long enough. It would go like this: (p. 224)

"I am not as critical of you, when all is said and done, as you think. There is much to be said on your side. Our society is endangered. So is world peace. So, indeed, is the very survival of Western civilization -- in both the spiritual and physical sense. For all of this your government, and the generation which has supported that government, bear a heavy measure of responsibility. You may well have a sense of grievance over the fact that you have been propelled into such a world.

"Your understanding, on the other hand, both of what it is that is wrong and of the elements of responsibility involved, is shallow and inadequate -- lacking in historical depth, lacking in understanding for what the human predicament really is, lacking in appreciation for the element of tragedy in human affairs, lacking in feeling for the importance of such things as continuity, custom and familiarity as components in any process of mass adjustment to new conditions. This is why I made the suggestion that so many of you resented: that you take advantage of the opportunity you have now, at college, and will never have again, to do some studying and to deepen understanding in all these respects, so that when you do come to a responsible involvement in public affairs you

will be better prepared for it. So long as your analysis of the problem is shallow, the remedies that command themselves to you are almost bound to suffer from the same distortion, and they are not likely to be effective.

"I recognize that the draft, more than any other single factor, causes you to feel that it is not you who have involved yourselves in the affairs of the government, but the government that has involved you. I concede your point, here, and give you my sympathy. I would ask you, however, not to exaggerate and over-dramatize your plight. It will not be made easier by your doing so. And I think you should not make such heavy sledding of it from the standpoint of conscience. It was not you who started this war; it is not really you who can stop it. The decision is not yours, nor is the responsibility.

"If you are drafted and unhappy about it, I do not think you should go to prison or flee the country. I think it would be in order for you to tell your draft board, without disrespect, that you consider this a foolish and unjust war, and that you go under protest, without enthusiasm,

only as a mark of respect for what your country once was and could someday again be. But I don't think you should defy completely the decision of your government, however foolish and shortsighted, that brings you before that board. To be so lacking in patience is not fair to the country, as a political entity of nearly two hundred years' standing; it is not fair to all the people who are struggling in other, and perhaps more effective, ways for things you care about."

Now with respect to a very brief statement of a few views of my own. They are these:

1. I think the moderate majority are concerned mainly with problems of war, racial injustice, and poverty -- and their views are laudable. They are less concerned about material security and more concerned about basic human values. These attitudes, in my opinion, are noble and not a basis for criticism.
2. I think college administrators should deal firmly with demonstrations that interfere with normal college activity or destroy property; and when firm action fails, I think

they are justified in requesting police assistance. And I think those involved should be prosecuted by law. In this connection, I disagree with the vote of the faculty of Harvard College which by a great majority last week criticized the action of the President in bringing in police. I believe the Harvard situation was one which had gone too far.

3. Finally, I think that when youth speaks, we adults should pay attention. Forget the hair and sloppy clothes -- what most of them are saying is good. By listening carefully you might prevent an idealistic moderate from becoming frustrated and turning into a destructive radical.

I would like to conclude with a quotation from an article from John D. Rockefeller III in the December 14, 1968 edition of Saturday Review in which he says this (page 18):

"I want to confess frankly that when I started my inquiries into the youth revolution I was biased. My instincts told me that very much of what young people are doing and saying today basically makes sense and is good. I found this to be even more true than I had thought.

"At the same time, I do not ignore the disturbing elements of the youth revolution. There are the far-left extremists

who say that present society must be destroyed. Their challenge must be met. There are the truly alienated, the loners, and dropouts. They must be helped. There is the use of dangerous drugs. This must be stopped. Too often, while fighting for their beliefs, young people disregard the basic human values and rights which they are espousing. They frequently lack compassion. They are often contemptuous of those who do not fully agree with them. While crying out to be heard, they will shout down a speaker.

. . .

"The nature of our response is crucial, for it has everything to do with whether there will continue to be violence and whether violence will pay. We must understand that social protest has an honorable history and has a rightful place in any enlightened society. We must remember that it was social protest that brought this nation into being.

"At the same time, we must recognize that respect for law and the maintenance of order are essential for the protection of everyone in our society. Young people -- anyone -- who break the law as a form of protest must be prepared to pay the penalty and hope for ultimate vindication. But if we stop here we will have failed. The concept of law and order

is meaningless without justice. We must be ready to re-examine our assumptions -- and our laws. To do so, we must open channels of communication. We must have dialogue. If we do not -- if we think the only answer is to suppress dissent -- then the responsibility for violence hangs as heavily on us as it does on those who protest."

(page 78:)

"Instead of worrying about how to suppress the youth revolution, we of the older generation should be worrying about how to sustain it. The student activists are in many ways the elite of our young people. They perform a service in shaking us out of our complacency. We badly need their ability and fervor in these troubled and difficult times. The key to sustaining the energy and idealism of youth is more direct and effective action on the problems about which young people are concerned -- the problems of our cities, of our environment, of racial injustice, of irrelevant and outmoded teachings, of overpopulation, of poverty, of war."

This is what the student dissidents are talking about.

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O'Kelley

GOVERNOR'S COUNCIL for HUMAN SERVICES

Committee on Children and Youth

June 6, 1969

Miss Clemence O'Kelley
1970 White House Conference on Children & Youth
c/o Centre County Board of Assistance
Bellefonte, Pennsylvania 16823

Dear Miss O'Kelley:

Here is the Snyder County Report. It is a series of exhibits -- all that we can tell is included in these exhibits. There are three press releases, Exhibits 1, 2 and 3, and five exhibits of other materials.

As you know, we had three preliminary council meetings. These were held on March 25, April 8, and April 16. Then there was the large public meeting on May 6.

Prior to the April 8 meeting, over two thousand Snyder County youths from grades 9 to 12 were surveyed by questionnaires. This survey resulted in the Results of Youth Survey enclosed as part of Exhibit No. 4.

Prior to the May 6 meeting, over one hundred persons, representative of all communities and socio-economic groups of the county were telephoned in advance and invited to the meeting. An agenda, Results of Youth Survey, and the official folder were mailed to each invited guest (see Exhibit No. 4.) In the meeting itself, four sub-groups discussed drinking and voting age, recreation, sex education and family structure. A discussion guide was issued to the group leaders to aid in these discussions (see Exhibit No. 5.)

At the meeting, Evaluation Forms were completed by 58 persons: 32 adults and 26 youths (see Exhibit No. 6.) The results of this evaluation were mailed to all who participated (see Exhibit No. 7.)

As a result of the public meeting, 41 persons (21 youths and 20 adults) agreed to serve on a Snyder County Council for Human Services, to continue to plan for the future on an on-going basis (for the names of the persons, see Exhibit No. 8.)

As you know, Snyder County is small (329 square miles; 30,000 population,) rural and white. The population is predominantly Pennsylvania German. About 40% of the people are age 25 or less. With its sister county, Union, this county is growing and changing at a faster rate than are other Pennsylvania counties.

That is the whole story. We were glad to be involved in this activity.

Very truly yours,

Adult Co-Chairman,

Donald E. Wisinger

APR 21



GOVERNOR'S COUNCIL for HUMAN SERVICES

Committee on Children and Youth

FOR IMMEDIATE RELEASE

GOVERNOR'S COUNCIL FOR HUMAN SERVICES
SNYDER COUNTY COMMITTEE ON CHILDREN AND YOUTH
MIDDLEBURG, PENNSYLVANIA

Two meetings of the Snyder County Committee on Children and Youth of the Governor's Council for Human Services were recently held at Middleburg High School, Middleburg, Pennsylvania.

Comprised of representative youth and adults from all segments of inclusive communities, the county committee is studying local problems to contribute to the determination of Pennsylvania's posture for the 1970 White House Conference on Children and Youth.

Basically, the Committee which has 35 to 50 per cent youth participation, is considering the question: What in our community must be changed so that every child may have the opportunities which are his right in today's enlightened society? Emphasis will be placed on the positive and negative aspects of the State Committee's theme: "Education, the Home, and Values of Youth."

The Conference on Children and Youth is the oldest continuing national meeting convened by the White House. It was originally called by President Theodore Roosevelt in 1910, and has been held every ten years since then. The first Conference led to the establishment of the Federal Children's Bureau in 1912. Among the notable results of subsequent conferences were the enactment of Child Labor Laws, the development of a Federal-State



GOVERNOR'S COUNCIL for HUMAN SERVICES

Committee on Children and Youth

program for maternal and child health services, and Federal aid to education.

Max Rosenn, Wilkes-Barre Attorney and former Secretary of Public Welfare, is chairman of the State Committee on Children and Youth. This Committee is composed of thirty-five citizen members, ten youth members and fifteen State Government members. Its overall role is to make available to the Governor's Council for Human Services the knowledge of able lay and professional citizens about services to and unmet needs of children and youth.

The youth members of the Snyder County Committee are:

1. Jay Shenk - R.D. #1 Selinsgrove, Youth Cochairman
2. Shirly Shaffer - Middleburg
3. Donald Wagner - Beavertown
4. Jane L. Swigart - McClure
5. Christine Schuck - Selinsgrove
6. Edward Prince - Selinsgrove

The adult members of the Committee are:

- ✓1. Donald Wissinger - Selinsgrove, Adult Cochairman
- ✓2. Mrs. Howard Beuscher - Selinsgrove
- ✓3. Gene Solomon - McClure
- ✓4. Mrs. Nancy Kaufman, R.N. - Beavertown
- ✓5. Howard Master - Beaver Springs
- ✓6. Cloyd W. Wagner - Beavertown
7. Paul Keene - Penns Creek
8. Mrs. Harold Hassinger - Middleburg

GOVERNOR'S COUNCIL for HUMAN SERVICES

Committee on Children and Youth

FOR IMMEDIATE RELEASE

SNYDER COUNTY COUNCIL FOR HUMAN SERVICES MEETS

The Snyder County Council for Human Services for Children and Youth met April 16 to make plans for a "grass roots" meeting to be held Tuesday, May 6 in the Middleburg High School cafeteria.

In organizing an agenda for the meeting, the Committee decided to use as a basis for discussion the results of a survey made recently in the three county high schools. Over two thousand students (grades 9-12) were given an opportunity to express their views about the needs of youth in this area. The problems posed and the questions asked by the young people in the survey, which was handled entirely by youth, have been summarized for use by the Committee.

The following statements represent problems and questions mentioned most frequently by the high school students. (Not in order of frequency.)

1. Need for improved recreational facilities.
2. Need for a high school course in family living, sex and birth control.
3. A change in the voting age.
4. Revision of the present draft system.
5. Society's attitude toward sex.
6. How our welfare system works.
7. Laws on inter-racial marriage.
8. Present legal drinking age.
9. The counseling of school dropouts.



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Committee on Children and Youth

10. How youth can properly express dissatisfaction with adult conventions and mores.
11. What is causing the "apparent self-destruction of the family structure".
12. Greater assistance for financing a college education.
13. Lack of appreciation for "culture" in the area.
14. Need for women counselors in schools.
15. Need for family counseling services.
16. How to make school more interesting.

In addition to having youth and adults discuss these problems, those present will divide into small groups to formulate recommendations for action on some of the problems which are judged most relevant to the people of this county.

Over one hundred youth and adults representing all walks of life will be invited to the meeting. Any other persons interested in the needs of youth in Snyder County are welcome to attend.

GOVERNOR'S COUNCIL for HUMAN SERVICES

Committee on Children and Youth

FOR IMMEDIATE RELEASE

SNYDER COUNTY WELL REPRESENTED AT REGIONAL WHITE HOUSE CONFERENCE.

A regional meeting of the White House Conference on Children and Youth was held on Saturday, May 24, between 1:00 and 1:30 PM at the Forum Building at Ferris State University.

Conference participants were from the 16 counties of Region IV. (Snyder County had nine representatives present.) These local representatives have been meeting for the past several months.

In anticipation of this regional meeting, a mass meeting of Snyder County adults and youth was held earlier this month at the Middleburg High School. Eighty-five adults and young people discussed basic issues and problems facing youth in this area. Among the topics most often mentioned and hotly debated were: The Need for a Family Life Course, Improved Recreational Facilities, A Change in the Voting Age, and A Need for Reviewing the Family as an Important Institution.

A few of the specific suggestions which emanated from the meeting were:

1. Local groups and individual voters should write to state and national legislators now recommending lowering the voting age.
2. The Department of Public Instruction should become involved in developing a course in Family Life Education, (although opinions were quite varied on this topic, youth especially encouraged adults to back this proposal - it was also suggested that the school, church and family work together locally to set up programs.
3. That youth and adults continue to meet at the county level and that local town meetings be initiated where young people and adults could continue to exchange ideas.
4. That more free or relatively inexpensive recreational areas and facilities



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Committee on Children and Youth

be developed. Local businessmen, churches and local government should share in achieving this goal.

These points were touched on at the regional meeting. They will soon be written up in an official report to Region IV. The region will then summarize all the counties recommendations and present a report to Governor Shafer in October, 1969.

Attending from Snyder County were Cloyd W. Wagner, Adult Acting Co-Chairman; Mrs. Nancy Kauffman, R.N.; Mrs. Howard Beuscher; Christine Schuck, Youth Acting Co-Chairman; Kathy Blossick; Lee Knepp; Miriam Jacobson; Jeff Sassaman; and Janet Messner.

7:30 - 7:45 - Registration of participants and staff

7:45 - 8:00 - Opening prayer and song

8:00 - 8:15 - Devotional by Pastor [Name]

8:15 - 8:30 - Large group prayer and song

8:30 - 8:45 - Coffee break

8:45 - 9:00 - Division of labor

- I. Large group prayer and song
- II. Presentation of the purpose of this meeting
a. Development of Youth - Adult advisory
b. Planning work on local and county planning
c. Development of youth activities for
d. Youth in the local church

9:00 - 9:15 - Devotional

Group Leaders

- | | |
|--------------------------------|---------------------------------------|
| I. Large group prayer and song | III. Kaurson
Prince
Kane |
| II. Youth activities | IV. Wagner, W.
Douscher
Shaffer |

RESULTS OF YOUTH SURVEY

1. Need for improved recreational facilities.
2. Need for a high school course in family living, sex and birth control.
3. A change in the voting age.
4. Revision of the present draft system.
5. Society's attitude toward sex.
6. How our welfare system works.
7. Laws on inter-racial marriage.
8. Present legal drinking age.
9. The counseling of school dropouts.
10. How youth can properly express dissatisfaction with adult conventions and mores.
11. What is causing the "apparent self-destruction of the family structure".
12. Greater assistance for financing a college education.
13. Lack of appreciation for "culture" in the area.
14. Need for women counselors in schools.
15. Need for family counseling services.
16. How to make school more interesting.

OUR RESPONSIBILITY

This is an important planning period for Children and Youth. In February 1970 a White House Conference will be conducted to report the Nation's commitment to its youth. Since this particular one will mark the decade of the 200th Anniversary of the Declaration of Independence, Pennsylvania's effort will be directed toward making the meaning of the Declaration relevant.



ASK YOURSELF:

IN 1980

WHERE will they be?

WHAT will they think?

and WHY?

A babe in arms, a girl of five, a lad of nine, a youth of twelve and a young lady of sixteen?

Today they live in Pennsylvania communities where they face barriers. Today they face problems. Major ones relate to:

EDUCATION

THE HOME

YOUTH VALUES



WHAT IN YOUR COMMUNITY MUST BE CHANGED SO THAT EACH CHILD MAY HAVE THE OPPORTUNITIES WHICH ARE HIS RIGHT AS A PENNSYLVANIA CITIZEN?

COMMONWEALTH OF PENNSYLVANIA

RAYMOND P. SHAFER
Governor

GOVERNOR'S COUNCIL FOR HUMAN SERVICES

ARTHUR F. SAMPSON
Chairman

COMMITTEE ON CHILDREN AND YOUTH

Max Rosenn
Chairman
James C. McGough
Vice Chairman
Wayne Peeler
Vice Chairman

GOVERNOR'S YOUTH ADVISORY COUNCIL

John T. Acton
Chairman, Steering Committee

Valerie A. Weiss
Executive Director
428 Main Capitol Building
Harrisburg



For additional copies

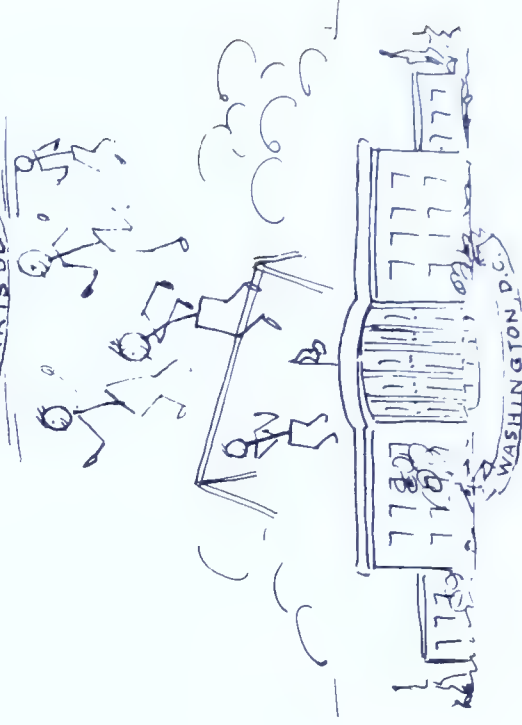
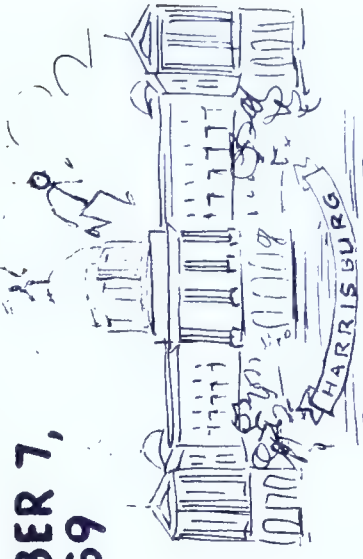
write to:

Governor's Council for Human Services
512 Finance Building, Harrisburg
Pennsylvania
17120

Children and Youth



OCTOBER 7,
1969



CONFERENCE 1970

Six White House Conferences on Children and Youth, one in each decade of this century, have been called by incumbent Presidents. These conferences have provided a nationwide review of the status of children and youth. They have served as forums for setting objectives and mobilizing national efforts to strengthen the growth and development of each new generation.

Pennsylvania's attendance in 1960 led the nation. Pre-conference plans included reports from 55 counties. These resulted from over 700 state, county and area meetings in which 60,000 persons participated and more than 1000 organizations were represented.

In planning for 1970, the Governor has charged the Council for Human Services with responsibility for establishing a democratic and meaningful forum, and for recommending what must be done to ensure fulfillment of children and youth needs.

The Role of the Council's Committee on Children and Youth is to make available to the Governor's Council for Human Services the knowledge youth and adults can provide about their community.

The goal of the Committee is to create a climate in which youth will be enabled to participate in planning and implementing Pennsylvania's future.



YOUR HELP IS NEEDED

Committee Membership to plan for the 1970 White House Conference, as a joint effort of youth and adults, will include 35 - 50% youth from all socio-economic ethnic levels.

Youth will conduct a YOUTH CONFERENCE to:

- Insure YOUTH VOICES
- Define YOUTH POSITIONS
- Present YOUTH SOLUTIONS

There are hurdles to jump, a race to be run - and YOUTH CAN DO IT BEST

COUNTY HURDLES

Government provides funding, encourages private drives for funds and continues to promote effective service for and with young people. Communities, however, face problems relating to EDUCATION, THE HOME, and YOUTH VALUES.

To identify these:

An adult and youth co-chairman will be responsible in each county for organizing a County Committee on Children and Youth To Determine:

WHERE MAJORITY ATTITUDES
ARE A BARRIER TO CHANGE:

WHERE OUTMODED REGULATIONS
PREVENT SERVICE; and

To Develop:

INNOVATIVE REMEDIAL PROGRAMS

You may wish to organize a County Youth Advisory Council to maintain active participation of youth and implement recommendations of the White House Conference. This Council should be composed of youth who serve on your County Committee on Children and Youth.

Planning for the White House Conference will be conducted in Six Regions of the State. Community and County Reports will be collected at this level.

Before May 1969, REGIONAL CONFERENCES will be conducted. At the conclusion of each meeting a report will be prepared to underscore Regional recommendations. Principal agreements will be included in the subsequent State Conference and report to the Governor.

Regional Governor's Youth Advisory Committees will be initiated at Regional Conferences to insure continued youth participation.

STATE CONFERENCE
COMMITTEE ON CHILDREN AND YOUTH

The final report to the Governor will be presented:

OCTOBER 7, 1969
Zembo Mosque
Harrisburg

Pennsylvania's report to the President can be realistic only if communities, counties and regions LISTEN TO YOUTH and invite them to serve as true partners.

1970 WHITE HOUSE CONFERENCE

FEBRUARY 15 - 21

WASHINGTON, D. C.

FOLLOW-UP:

Governor's Youth Advisory Council
Governor's Council for Human Services

SEYDHR COUNTY COUNCIL FOR HUMAN SERVICES

Suggested procedure to use for discussion of problems:

1. What essential changes or improvements are needed?
2. What time factor is involved?
3. What is the important population group in need of help?
4. What groups need to be involved to bring about changes?
5. What is the appropriate agency or organization to undertake sponsorship of this problem? How best can it be brought to their attention?
6. If governmental in nature, at what level of government should the approach be made to alter or effect a change?

1. In your opinion, what is the most important factor in determining the success or failure of a community development project?
2. How do you feel about the current state of community development in your area?
3. Which part of the community development process do you think is most important?
4. If you were in charge of a community development project, what would be your first priority in planning and implementing our country's future? Yes
- Would you give it your best effort? Yes

5. If you were a mayor, how would you go about improving the quality of life in your city? Yes
- Would you give it your best effort? Yes

6. Would you ever consider leaving your current position to start your own business? Yes
- Would you be willing to accept the risk of failure? Yes

7. Would you like to see community development projects in your area? Yes
- active, meaningful role in creating the community of the future? Yes

Thank you.

THE HARTER COUNTY COMMISSION
(THE WHITE HOUSE CONFERENCE)

June 2, 1969

Dear Friend,

The meeting you attended on May 6, 1969 was the first county-wide meeting to involve youth and adults planning together for the 1970's.

I thought you might like to see the results of the evaluation sheet which you filled out at the end of the meeting. You took the time and answered our questions, so it is only right that you see the results. In general, everyone found the meeting interesting and useful.

Fifty-eight questionnaires were returned. Enclosed are the responses to each question just as they were expressed.

This meeting was only a beginning for the work that still must be done. As a starter, may we suggest one or all of the following action steps:

1. Meet with other friends in your school or community and tell them what happened at the meeting. Encourage them to attend the next meeting.
2. Activate, support and serve on a youth-adult advisory board in any organization of which you happen to be a member.
3. Advocate, support and serve on a Harter County Council of Youths and Adults.

We were delighted that you came, and we look forward to working with you in the future.

Sincerely yours,

The Harter County Commission
of the 1970 White House Conference
on Children and Youth

ONLINE MEETING RESULTS FOR YOUTH MEETING

Final Evaluation of the Youth Meeting

In general, did you find tonight's meeting as good as the previous one?

Did the meeting adequately address your concerns? (1) Yes (2) No
Four - 1; No answer - 1

Which part of the meeting was of most interest to you?
The small group - 1 The large group - 1
Both - 8 No answer - 1

If you are an adult, do you believe youth will be capable of planning and implementing our agency's future?
Yes - 28 No - 3 No answer - 1

Would you give at least one reason to support your answer?

They are knowledgeable, interested and willing to accept responsibility

Yes, they began tonight.

No, lack of experience.

If they are willing to help.

Good discussion from the youth.

They were very realistic and gave realistic answers.

Only as they are involved in planning with their parents.

No, because of their immaturity and inexperience.

If they are given the opportunity to participate in planning their interests.

No, I doubt they will be given the opportunity.

Why not? They are better educated than we are.

The youth are the future of our agency. As youth, they should be encouraged to solve for themselves. The focus should be on youth and not on adults.

They are well educated and motivated.

The youth are the future of our community. We must encourage them to take responsibility for our future.

No matter what the problem, the youth are the ones who will solve it. We must encourage them to take responsibility for our future. The youth are the future of our community. We must encourage them to take responsibility for our future.

They already are. It is 50:50 to 60:40, depending on whom you ask.

They are Harvard, Columbia, etc., and the period 1940s.

We need to listen to our youth to help.

They are wrong in their thinking.

Whether they will be smiling says how well they are doing.

I have enough faith in me that

Would you give us another one please? We would really appreciate it.

The youth are not immigrants' children — they were born in Sweden.

I think the people, as well as the artists, should participate because they are the main group that these activities are about.

I think our college should be strongly considered.

I think that youth are very much interested in their country. My wife found a lot of the soldiers young people (18-25). I think our present political leaders are starting to realize that youth have good ideas and, in some parts of the country, I think youth are being offered more of a chance to get into politics, thus enabling them to be maybe a little more prepared to run our country when the present older generation has gone.

Because I feel the youth need to participate in the future of the youth council and to give their opinion. They're better at making decisions and they're more energetic. They will make better decisions than the adults. It's possible.

We want to be able to participate in the future of the youth council.

Youth would like to give their opinion. They're better at making decisions and they're more energetic. They will make better decisions than the adults. It's possible.

Confidence of this type will be given to the youth of tomorrow and they will be able to plan for the future.

Youth's help is planning the future. Youth are of great importance. They are the future of the country. They will have the responsibility of the country's future.

I feel the youth will be able to participate in the future of the youth council. They will be able to give their opinion and they will be able to make decisions.

Youth will be able to help in the future of the country. If they are given the chance. I think youth are willing to participate in the future of the country.

Councils like this are a great idea. Youth are better at making decisions than the adults. They will be able to give their opinion and they will be able to make decisions.

People are beginning to realize that youth have a lot to say.

With your future you will eventually have a lot to say. You will be able to give your opinion and you will be able to make decisions.

I think that the majority of youth know that youth have a lot to say. They are the future of the country. They will be able to give their opinion and they will be able to make decisions.

As long as there is a future for youth, they will be able to give their opinion and they will be able to make decisions.

All youth have a lot to say. They are the future of the country. They will be able to give their opinion and they will be able to make decisions.

The youth of tomorrow will be the future of the country.

Today's youth are well educated and they have a lot to say.

Education is superior.

6. Would you favor appointing a Youth County Board Advisory Council to represent youth in planning and implementing our future?

Yes - 55

No - 1

No answer - 2

Would you be willing to serve on such a council? Yes - 50; No - 9; No answer - 2

7. Would you list any recommendation you may have on giving our youth an active and influential voice in planning and implementing our future?

Organized discussion groups are necessary to bring problems out in the open.

Task Force - we should have more in "practical" areas.

Small local groups (family-council) to which adults and youth could be invited to discuss pre-determined topics (avoid covering "ground" / "agenda" - just to hear what youth feels and thinks). Also for listening and for them to find way.

I think we must talk until we progress beyond the point of selecting our common positions. We were not talking on the same plane - rights but we both had good sense and had more insight than most of the talk.

Youth should be included in the planning and the other part of ... family projects as this would lead them into a meaningful future.

More meetings informally. Age 16, really reaching the ... reached?

Be sure of a direction and stick to it and be honest about it.

Re-organise Student Councils at the high school level, ... elect the members to serve on Advisory Board. This ...

Giving them a specific task to accomplish.

Have more meetings like this and listen to very young people.

There needs to be tremendous amount of ... of sex, drinking, etc. What can the Church be involved?

We need a council or a group of ... if they need help and advice on their problems.

Let them serve on a community basis, rather than ...

Youth-Adult Council to confront problems ...

Folds of upper classes in high schools, after classes, in the library board of youth for public relations.

Listen attentively to their suggestions and criticisms, without prejudices, but respond with vigor fully.

Listen to what they are saying. Allow them to discuss with the committee they have some concrete suggestions for improvement.

Listen to their ideas, evaluate them intelligently, make no criticism.

Including them actively in work things at Church, Community, Recreational Boards, etc.

Should be included on Planning Committee, via. public relations on many levels - School, Church, Movement, Social, etc.

Youth - 26

Adults - 32

Page - 2

(ADULTS)

Mr. Douglas E. Tramer
Beaver Springs
Pennsylvania

Ruth E. Reuning
510 North Tenth St.
Selinsgrove, Pa.

Don E. Tramer
McClure
Beaver Springs, Pa.

Mrs. K. L. Gallinger
R.D. #1
Beavertown, Pa.

David N. Dagle
6 South High St.
Selinsgrove, Pa.

John J. Dagle
Box 31
Beavertown, Pa.

Dorothy C. Taylor
R.D. #1
Selinsgrove, Pa.

Mrs. Eugene Kline
McClure
Pennsylvania

Ida Kline
503 North Tenth St.
Selinsgrove, Pa.

Sara Thomas
Beavertown
Pennsylvania

P. Claspie
Box 11
Selinsgrove, Pa.

Sue Claspie
Box 55
Beavertown, Pa.

Mrs. Edna H. Nestor
703 North Broad St.
Selinsgrove, Pa.

(YOUTH)
Janet Nestor
703 North Broad St.
Selinsgrove, Pa.

Sandra Finkman
217 School St.
Middleburg, Pa.

L. H. Jacobson (F)
Star Route
Selinsgrove, Pa.

Barbara Stewart (F)
R.D. #2
Middleburg, Pa.

Joan Portoline
R.D. #2
Box Pleasant Hills, Pa.

George R. Kinney
16 North Front St.
Selinsgrove, Pa.

Kathy Kinney
R.D. #2
Selinsgrove, Pa.

Christine Schuck
R.D. #2
Selinsgrove, Pa.

Jim App
10 South High St.
Selinsgrove, Pa.

Wendy Casper
R.D. #2
McClure, Pa.

Bill E. Potter (F)
12 Charles Ave.
Selinsgrove, Pa.

Miss Sally Landis
622 North Eighth St.
Selinsgrove, Pa.

Steven Hamsinger
Beaver Springs
Pennsylvania

Stephen E. Heimbach
R.D. #2
McClure, Pa.

Mr. Charles J. Igou
708 North Tenth St.
Selinsgrove, Pa.

Greg Nettick
R.D. #1
Beavertown, Pa.

Craig Hittchling
R.D. #2
Port Trevorton, Pa.

Mrs. Carol Voehnke
424 Grand St.
Middleburg, Pa.

James Shadle
Selinsgrove
Pennsylvania

Miriam Jacobson
Star Route
Selinsgrove, Pa.

B. Kline
McClure,
Pennsylvania

Marlene Kline
P.O. Box 136
McClure, Pa.

Jeff Kline
506 North Eighth St.
Selinsgrove, Pa.

Cloyd W. Wagner
Box 37
Beavertown, Pa.

Brenda Norman
R.D. #1
Beaver Springs, Pa.

Jerro Amiller
R.D. #1
Beavertown, Pa.

T. F. McGrath
613 North Orange St.
Selinsgrove, Pa.

Isidore Gemberling
8 South Water St.
Selinsgrove, Pa.

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R425c

Susquehanna

COMMONWEALTH OF PENNSYLVANIA
GOVERNOR'S COUNCIL FOR HUMAN SERVICES
COMMITTEE ON CHILDREN AND YOUTH

SUSQUEHANNA COUNTY REPORT

The following is a succinct report on the Susquehanna County Committee on Children and Youth. The committee was represented by 50% youth members from all socio-economic levels within the area. The adult group was comprised of largely a professional group in this semi-rural area.

In a series of meetings in the homes of the committee members, many youth members gathered in an honest and open manner to discuss the following problems which they feel need immediate attention and solution. They shall be cited with whatever action has been taken in the particular area. The committee attended school board meetings in an effort to share with the directors what had been uncovered in the meetings with the young people. The board has been very cooperative with the committee in seeking solutions to some of the problems which have been met with positive results for the students.

Of primary concern to the young people in their school was the LACK OF GUIDANCE. They were very adamant in their opinions and gave supportive evidence that this department needed a great deal of study. They cited that there was a tremendous need for better quality in the guidance department since there has been very little time spent per student in selecting their courses of study, often times resulting in

serious problems at graduation time. This was brought out at the school board meeting and it was decided that there should be an entire PTA program given to the guidance department to answer queries by interested parents. We are happy to report that as of this writing there have been many favorable changes in the guidance department at the school, including an expanded staff.

The students also pointed out that they did not feel that they were given a real voice in STUDENT GOVERNMENT and that if they did speak out they had to fear academic reprisal for speaking their minds! The Superintendent of Schools has been meeting with a student group in trying to clarify this feeling and is aware of the students' charges. It is hoped that there will be a change in this direction at the beginning of the school year!

The LACK OF JOB OPPORTUNITIES was pointed out particularly for students under 16 years of age. With the prodding of one very interested committee member, Mrs. Richard Follert, the students have created their own opportunity center which has been met with very favorable comment within the community and has indeed provided employment for many of the students during the summer recess!

The LACK OF RECREATION was cited. This continues to be a real problem since it is extremely difficult to find a group who will give their time to this problem. The committee has

explored the possibility of a youth center and has tried to interest people both young and adult in the project but with not much hope in anything really positive.

The committee is happy to say that it was able to accomplish something for these interested and vocal young people. But what is more important, the real gain was blazing a real trail for constructive criticism and real communication with the school! Since the inception of the project, there is now a newsletter sent to all parents keeping them informed of what is happening and what is being planned - satisfying a very genuine need to disseminate this kind of information other than just via word of mouth! It is generally felt that to try and accomplish all of the goals set up by the Governor's Council is extremely idealistic since it would take a full time staff to be able to follow up in all of the appointed areas.

We would really shy away from making recommendations other than where we have already, but would earnestly hope that positive study is made of these reports because only good can come from these studies no matter how great or small! We would like to think that the people who have volunteered in giving their time to this project will be rewarded by some course of action determined by key members of the Governor's Council, because these people are interested and concerned in the tremendous changes taking place within our world and society and how they affect the really wonderful young people who are sincerely desiring to be heard and to contribute!

COMMONWEALTH OF PENNSYLVANIA
GOVERNOR'S COUNCIL FOR HUMAN SERVICES
COMMITTEE ON CHILDREN AND YOUTH

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R425c
Tioga

Sam

TIOGA COUNTY
COMMITTEE ON CHILDREN AND YOUTH

SECTION I: DESCRIPTION OF COUNTY

- A. Rural area with small towns
Largest town - approximately 5,000 people
- B. Population (1960 census) 36,417
In 1968, there were between 9 and 10 thousand under 21 years
- C. Income level - low average
Small Negro group in one area
Larger Italian group in the same area
- D. Major Industries:

- Farming
- Westfield Tanneries
- Elkland Tanneries
- Corning Glass Works
- Strip Mining (coal)
- Mansfield State College
- R.S. Electronics
- Dersser Manufacturing
- Mergenthaler Linotype
- Borden Milk Plant
- Armco Steel Corp.
- J.P. Ward Foundries
- Ward & Kuster Foundries
- Electrocord

SECTION II: ORGANIZATION

The committee is composed of approximately 50% adult and 50% youth members.

There were 10 meetings in all. Three were full committee meetings. One was an all youth meeting. Six sub-committee meetings were held.

Those serving on the committee represented communities in the southern, central, eastern, and western sections of the county. The northern area was contacted for representation, but none served.

About half of the adult membership are professional, representing the schools, probation office, and child services.

A questionnaire was distributed to all students in one high school to determine what problems they considered to be most important. This high school was located in the area where we lacked representation. It was found that large classes, availability of guidance, and lack of recreational facilities were primary problems. It was also determined from this questionnaire that 70% of students were pleased with sectioning classes by ability and interest.

A radio interview was done by the adult chairman.

The full committee determined five major areas of concern taken from the report submitted by the youth after their all youth meeting. We then divided into groups to study these five problems. The findings of these sub-committees are attached to this report.

MEMBERSHIP

Mrs. David T. Cummings; Chairman
Box 155
Mansfield, Pa.

Mr. & Mrs. Robert Barr
R. D. #1
Mansfield, Pa.

Mrs. Donald Anderson
Dantz Run
Wellsboro, Pa.

Mrs. Ruth Bombaski
310 Davis Street
Blossburg, Pa.

Mrs. William Booth
Morris Road R. D. #1
Liberty, Pa.

Mr. John V. Edwards
R. D. #2
Wellsboro, Pa.

Mr. William Farrell
Box 341
Wellsboro, Pa.

Mrs. Richard L. Kimble
Liberty, Pa.

Mrs. Edgar Lawton
R. D. #1
Mansfield, Pa.

Mrs. Janet McMullen
53 St. James Street
Mansfield, Pa.

Mr. Paul Stone
201 Arts Building
Mansfield State College
Mansfield, Pa.

Mrs. I.J. Wells
121 North Main Street
Mansfield, Pa.

YOUTH

William Brugger
Box 279-North Hall
Mansfield State College
Mansfield, Pa.

Clifford Cross, Jr.
Mainesburg, Pa.

Miss Patsy Wheatley
Covington, Pa.

James Weaver
R. D. #6
Wellsboro, Pa.

Miss Kay Huffman
Liberty, Pa.

Miss Jeanne Watkins
Mansfield, Pa.

Miss Pat Watkins
Berry Street
Tioga, Pa.

Miss Betty Edwards
Box 604-Laurel Manor
Mansfield State College
Mansfield, Pa.

Miss Nan Messinger
64 Prospect Street
Mansfield, Pa.

Miss Welcome Gardner
R. D. #1
Covington, Pa.

Miss Sue Johnson
Liberty, Pa.

Michael Neff
269 Brooklyn Street
Mansfield, Pa.

Miss Bonnie Smith
Tioga, Pa.

Miss Kay Staples
Westfield, Pa.

The enclosed letter will be attached to this report and sent to interested persons within the county.

At present time, there are no plans for continuing the work set forth thus far by this committee.

Thanks to all members of the committee, and particularly Mr. William Farrell and his staff at the Probation Office for printing this report and other materials.

RECREATIONAL FACILITIES

There is a varying need for recreational facilities in Tioga County. Some areas of the county are fortunate to have several types of organized or commercial recreation; others have few or none. For example: Wellsboro and Mansfield have swimming pools, bowling alleys, roller skating rink (Mansfield only) and movie theaters. In the Elkland-Westfield area, there are no skating or swimming facilities. Blossburg has a swimming pool; Tioga has a bowling alley. The Liberty-Morris area has no facilities.

Through the school year, many activities associated with school, such as sports programs and dances, give teenagers something to do. Probably fairly adequate use is made of gymnasiums during the school year, at least five days a week. Perhaps more use could be made of school facilities on weekends and especially in the summer.

The young people feel there is a lack of non-school activities. Several commented favorably about the weekly dances held on Friday Nights by the Wellsboro American Legion. These dances cater especially to teenagers, and there is no affiliation with the schools. The youngsters expressed a desire for dances such as these in other areas. However, a concern voiced by some youngsters and more parents is that these dances are not adequately chaperoned.

Although summertime affords many other types and more types of recreation, there is a feeling by some young people that there is less opportunity for dancing. The usual weekly dances are held less frequently. Summer is a time for swimming, but many areas are remote from the public swimming pools. Consequently, much swimming is done unsupervised in creeks and ponds.

A common desire among young people is for a place they can call their own. They feel there is a lack of someplace to go to get off the streets. For example, some place just to have a coke and talk. If they go into a regular restaurant, stay overly long, and buy little, they feel they are not welcome. The general consensus seems to be that youngsters are willing to work for a place of their own, if they can have help and guidance.

Youngsters appear to know what they want in the way of recreational facilities, yet at the same time are somewhat cognizant of the many handicaps involved. In our large, rural county with its relatively sparse population, it is not feasible that commercial recreation such as movie theaters, roller skating, etc. be placed in each area. However, better use can be made of existing facilities. Schools and churches have the buildings, and using them more fully can reduce expense involved.

Recreational Facilities (Con't.)

In regard to using existing facilities, a suggestion was made for those sections that have no swimming pools. Swimming could be made available at existing lakes - Beechwood Lake, for instance. Perhaps with the correct approach, present regulations allowing only fishing and boating could be altered to include swimming also. At present, Hill's Creek Lake is the only supervised, free public area for swimming in the county.

Support for non-school activities seems to come, most likely from service organizations. They seem willing to support such things financially, although they are inclined to show disinterest as far as supervision is concerned. Adult supervision has been a problem and will continue to be. Perhaps more thorough planning of programs will help prevent apathy among teenagers and adults alike and will sustain continued interest and effort. The need for a recreational program or a Teen Center has to be made known strongly enough to get the backing.

Report on Job Opportunities for the Youth in Tioga County

There does not appear to be a shortage of jobs in Tioga County for young people. However, there are some factors which limit job placement for persons under 18.

Some employers seem to be discouraged by the additional paper work involved in hiring a person under 18. Also, some employers are not sure of the regulations concerning the hiring of a minor and are apt to "play it safe" and hire an older person.

There is a continuing shortage of domestic help in this county and a seasonal shortage of waitresses and kitchen employees in restaurants.

Last year, over 100 college students were placed in summer jobs by the local employment agency. Corning Glass Works in Wellsboro and Eberle Tanning Company in Elkland were the main employers.

Yet, several jobs in the county went unfilled, and many teenagers, who were seeking employment, did not find it.

This committee recommends a job-referral service for teenagers, perhaps in each high school, to help bring employer and young employee together. This service might be administered by the students under the supervision of the guidance counselor or another interested faculty member. The referral service could publish a directory of summer jobs available in this area and could define for employers the regulations regarding the employment of minors.

We also believe that some of the Child Labor Laws, which limit the employment of young people, are anachronisms and should be removed and updated.

Vocational Education -

The committee felt that vocational and technical courses in the public schools be expanded. In addition to this, the committee pointed out the importance of low cost, nearby facilities for post-secondary training in this area. It felt that the public schools should work more closely with the Bureau of Employment Security in ascertaining the kinds of work being done in the area, and in establishing programs designed to provide kids with the requisite skills. The committee further suggested the importance of developing cooperative programs between local schools and business and industry to provide students with opportunities for on-the-job training.

Since much of the funding available for programs of this nature is State and Federal money, it was suggested that local school districts employ a person to develop these programs and handle the vast amount of "red tape" involved with them.

TEACHERS

Our topic of discussion was teachers and their interaction with the students and the community, etc.

Tenure was first discussed. Our one concern here was dismissal exclusively on moral charges, these of which are not recorded. We felt a definite need to investigate the standards of evaluating teachers prior to and after receiving tenure.

Next on our list was In-Service teaching. The committee felt that the seminars and workshops should be geared to the geographical, cultural, and economic community in which they are held. Make them more emphatetic with the people in the area. Consider facilities and resources of the school districts instead of only theoretical resources.

Guide lines to teacher behavior should be considered as a future measure. Women guidance counselors would be beneficial in alleviating some of the communication blocks between students and administrators.

The adoption of more modern teaching methods and a revamping of the classroom structure would, the committee felt, reduce tension related to overcrowded classes, dictatorial classes and lack of interest on the part of the students.

GUIDANCE

It is the aim of modern education to give young people an education that will prepare them to meet the problems of life and to be able to live useful and productive lives in our society. This goal can only be achieved by utilizing people skilled in the different facets that make up normal life.

The guidance counselor has the role of helping the student to identify his areas of strength and interest. He helps him set his goals and recommends courses of study to achieve these goals. To be specific, some of the basic duties of a guidance counselor are orientation into high school for the Junior High pupil, exploring possible careers with the students, helping the student select courses for Senior High, giving the older students a more intensive study of job opportunities, helping the students realize their aptitudes, preparing students for college, and sometimes probing into the situation of a student who is having difficulties in school. The student who is having difficulties may be in this situation for many different reasons. If it involves the home life of the student, little can be done by the counselor. He cannot change anything at home, but he can try to make the student realize his situation and act according to his own thoughts. It has been found that working mothers sometimes contribute to the child's problems at school.

When interviewed, a guidance counselor was asked how he felt about teachers taking monthly or bi-monthly class periods for discussions on life in general and the problems of today. He felt it was a good thing, but that colleges force the high schools to have a tight curriculum to the extent that there is no time left for free discussion. Also, there are always parents who complain that the teacher is not sticking to his purpose by taking a day or two off

for some reason as this. He does, however, feel that good teachers will talk informally to their students from time to time, but the teachers do need to be encouraged to do so.

A new idea that some guidance counselors have is offering courses where the student is free of grades and competition. The course is strictly for the student's benefit and experience. Audio visual materials are used quite frequently and the student is allowed to take one period a week for the usage of the library to research his particular subject.

Another new idea is the student tutor program where older students tutor younger ones who are having difficulty with their studies. It has been found that the youngsters learn well from the older students and the older students are certainly gaining experience and understanding.

Today's leaders in guidance are opposed to "homogeneous grouping" where all students of one level of intelligence are placed in one class, and those at a different level are placed in another class. Students, who are forming their opinions on life, need plurality of experience, thus being mixed with all groups of academic ability. Although the fast learners may be held back by the slow, the slow learners might be pulled along by the fast.

It is unfortunate in public schools that there is so little time between classes for the student must switch his mind from one subject to another so rapidly. Two interviewed counselors told about coke machines in the halls, a student lounge, and "honor" study halls, where a student is left in charge and the pupils are under his or her restriction. Things like these mentioned above help the student to have pride in himself and to accept the freedom given to him.

One last way that the guidance counselor may help his students in the preparation for life is to make known to the pupils every job

opportunity that he can possibly acquaint them with. This is one of the counselor's main duties and it has been found that the students become more aware of the vast possibilities for their future when people from every walk of life come into the schools and tell the students about their occupation.

In summary, guidance in the schools can be excellent according to how much the counselor puts into it or how much the counselor is allowed to do. For best results in preparing a young person for life, the cooperation and efforts of parents, guidance counselors and teachers are required.

PY C536/92.2

R425c

Union

UNION COUNTY COMMITTEE ON CHILDREN AND YOUTH

WHITE HOUSE CONFERENCE 1970

Submitted by:

Adult Co-Chairman, James Hammerlee
Youth Co-Chairman, James Osman

SECTION I--Description of County

Union County is a rather lightly populated area, and one of many, even surprising, contrasts. As one drives through the county, he notes the many farms and other tracts of open land. There seems to be little industry, and few concentrations of population. But according to Internal Revenue Service reports, some 95 per cent of income is from industry, while only 5 per cent relates to farming. This may not reflect accurately the standard of living of the farmers, which is higher than the figure indicated.

Of the 27,000 to 29,000 persons in Union County, some 14,000 are concentrated in the borough of Lewisburg and the townships of East Buffalo and Union. Other large areas are Mifflinburg, New Berlin, and Hartleton. Altogether there are four boroughs and ten townships.

An estimated 24 per cent to 28 per cent of the population are youth up to 21 years of age. There is quite a migration of young adults from the area, as farming is abandoned and the work opportunities have been limited.

There is great expectation of an influx of industry and other activity as Interstate Route 80 is completed and intersects much of the county. There is to be in Union County a full census this summer which will give more exact figures to the above.

Permanent residents in the county are nearly all Anglo-Saxons of one sort or another, and there are relatively few Roman Catholics. Union shares with neighbor counties the presence and services of some 6,500 migrant workers each summer.

Over all, income level is low. Seventy-five per cent of the nation's workers are above the Union County average. Major industries are textiles, wood finishing, electronics, and a large paper plant in progress. A sizeable presence is Bucknell University in Lewisburg with nearly 3,000 students.

There is almost no unemployment, but there is substantial under-employment. Nearly 30 per cent of all housing is sub-standard by federal government guidelines.

SECTION II--Organization

Our county committee was constituted through the two county high schools. We described to the guidance counselors the proposed scope of the committee, and accordingly asked for names of different "kinds" of students. This worked well in one school, and the variety was increased as those students responding brought in some others. Representatives from the other high school themselves remained detached, and even obstructed our getting good spokesmen from their school. Subsequently we learned of the very limited vision of the school authorities whom in the one case we had consulted.

Our original county meeting was with students only. At that meeting they suggested a list of twenty adults who were a genuine mixture, and the students themselves extended the invitation to the adults to take part. Nearly fifteen of the adults accepted, and our basic committee was twenty youth and fifteen adults.

We held one all-youth meeting, one full meeting with sub-committees, and three full committee meetings as a whole.

Participation was less wide than we had hoped. We did have as regular members a county commissioner, the nearly entire adult black population (two), Head Start workers, a foreign student, two farmers, and a school dropout, among others. Others who accepted but never came included a police chief, a Catholic priest, a businessman, and the warden of the federal penitentiary.

We did not work very directly through organizations, although many adult members represented groups beyond themselves. One can see possible advantages through involving organizational representatives who might carry on ideas through their continuing contacts.

For one meeting we did use a questionnaire, a copy of which is appended. Some of the answers to these questions are incorporated in this report.

SECTION III--Sub-committee Findings

Work on sub-committee basis was not emphasized, but will be part of the general findings and recommendations.

SECTION IV--County Committee Recommendations

We are limited in the number of specific recommendations to be made. The relative homogeneity of our county tends to obscure the problems we have. Therefore it seems appropriate to list some of the recurring discussion subjects, and where possible to indicate a consensus that appeared. Although the delineation is not exact, these follow in the three main subject divisions:

Education

1. We were impressed that changes should be directed at the earliest grades of primary school. Reading was seen to be the key to education. Children are not learning to read well enough. Our education is too programmed, said the youth.

2. Homework requirements are often ridiculous. Schools should provide both the time and the facilities for non-classroom education and recreation.

3. Lewisburg High School had a year (1968-69) of specific problems involving alleged insubordination, punishments applied and later rescinded, distribution of an underground and allegedly obscene newspaper, and related upheaval. Without having unanimous agreement on these matters, or passing judgment on specific questions, our group did note that an eventual open school board meeting for youth, parents, and officials did much to clear the air. It was felt that only good would come of an increased emphasis on the open and public working of our local bodies, school or government.

Home

Our youth members in particular assumed the present necessity and even stability of the family and home structure.

The youth accepted the authority of parents while the children are in the home and in high school. One stated the obvious, yet profound, fact that parents' authority is based upon love and respect.

This area of discussion perhaps more than the others demonstrates the homogeneity of the county. Although we tried to get a cross-section of youth, subsequent discussion proved, for example, that we had not only no Catholics or Jews among the youth members, but in fact each of the more than twenty-five students claimed some Protestant religious affiliation.

Peer Group Values

Remaining items do not fit too closely in this category.

Options for constructive use of leisure time was a matter of general concern. It may be noted that this discussion came concurrently with a Lewisburg area committee working on the problem of recreation. As a direct result of our White House committee discussions, youth members will be included on the community board.

With nationwide attention focused on methods of responsible law enforcement, it is worth noting that our county committee had no complaints about the work of local and state police, but rather found praise for a police chief whose personal interest in youth was outstanding.

The group was against censorship in any form, declaring that only the public's refusal to buy or attend cheap or obscene entertainment is an effective control. The effort to maintain good taste was seen to require work, for disinterest in good literature, movies, and such itself promotes the more sensational.

Youth and adult members together agreed to maintain the kind of cross-group discussion we have had in our committee. As a starter we are trying to promote interest in the local school board business and decisions. One school official with misguided initiative interpreted office information and wrote unsolicited letters in an effort to discredit the college applications of a bright and "troublesome" student. Our committee wants such behavior exposed.

Our committee agreed that sex education should be taught at home; but recognizing this may continue to be done poorly or not at all, and in the face of ever-greater TV, movie, magazine, and music bombardment, we would support responsible efforts to have such education in the schools.

We agreed that another draft system--possibly lottery--would be preferable to the present selective service system.

SECTION V--Follow-up

We expect to continue discussions through the recreation commission mentioned earlier, and do anticipate that committee members recommending continuing discussions on other topics will find ways to implement these.

Certain members of our committee by their own interest and ability, and their organizational affiliations, can be expected to maintain the spirit of our discussions. For example, there are a county commissioner, a civic-minded university professor, an exceptionally able mother and civil libertarian, and the parent of an activist high school student.

The following pages include a fairly complete list of participants and a sample of the questionnaire we used.

ADDITIONAL NOTES

One issue, which one of our subgroups spent a whole evening discussing, was that of the tax system, particularly on a statewide level. The final consensus was that the entire state tax system should be investigated and revamped.

In conjunction with this issue, we also discussed waste in government spending. It was decided that definite steps should be taken to lessen the costs which are imposed on the people of the nation.

The committee wishes to thank in particular Miss Bettyanne Galloway for assistance in preparing address lists and minutes, the Union County Board of Assistance for prompt mailings, and Miss Clemence O'Kelley for her presence and direction on different occasions.

UNION COUNTY COMMITTEE 1977 HOUSE CONFERENCE ON CHILDREN AND YOUTH

Students Mifflinburg Area

Lande Bilger	RD 1, Millmont, Pa. 17845	922-4493
Ann Boyer	201 Old Orchard Lane, Mifflinburg, Pa. 17844	966-2364
Tommy Eaton	423 Market St., New Berlin, Pa. 17855	966-2424
Thomas E. Finsterbush	RD 1, Mifflinburg, Pa. 17844	966-0770
Lamar Long	RD 2, Mifflinburg, Pa. 17844	966-2669
James Osman	RD 2, Mifflinburg, Pa. 17844	966-2275
Lois J. Reaser	400 Market St., Mifflinburg, Pa. 17844	966-0241
Stephen Alan Showalter	RD 1, Millmont, Pa. 17845	922-4455
Rose A. Spickler	RD 2, Mifflinburg, Pa. 17844	966-1164
Sue Willow	RD 2, Mifflinburg, Pa. 17844	966-0507
Sue Wolfe	123 Front St., New Berlin, Pa. 17855	966-1444
Kim Yarger	RD 2, Mifflinburg, Pa. 17844	966-2274

Lewisburg Area

Abdulla Al-Dafas	Box B745, Bucknell, Lewisburg, Pa. 17837	524-1152
Lynn Berge	RD 1, Lewisburg, Pa. 17837	524-0217
Ben Brungraber	100 S. 21st St., Lewisburg, Pa. 17837	524-0852
John Gold	RD 1, Lewisburg, Pa. 17837	523-9221
Clark Grenoble	RD 1, Winfield, Pa. 17889	524-9764
Ken Hafer	RD 1, Winfield, Pa. 17889	523-1125
Douglas Marinak	Box B401, Bucknell, Lewisburg, Pa. 17837	524-3043
Victoria Miller	100 S. Front St., Lewisburg, Pa. 17837	524-9864
Wayne Rice	100 S. 4th St., Lewisburg, Pa. 17837	524-9773
Mary Weightman	College Park, RD 1, Lewisburg, Pa. 17837	524-3043

Adults

Mrs. Irma Ames	103 S. Front St., Lewisburg, Pa.	
Mrs. Brigitte Cooke	1903 Washington Ave., Lewisburg, Pa.	523-8001
Mr. Harry Davis	Laurelton, Pa. 17835	922-3669
Mr. Harold Fogle	Mifflinburg, Pa.	
Mrs. Donald P. Gearhart	1842 Market St., Lewisburg, Pa.	523-6923
Mrs. William Groover	Winfield, Pa. 17889	523-0311
Mr. James D. Hammerlee	Bucknell C.A., Box 412AC, Lewisburg, Pa.	524-1217
Dr. Owen Mahon	516 Buffalo Rd., Lewisburg, Pa.	524-6115
Rev. Richard Merritt	14 Market St., Lewisburg, Pa.	524-8861
Mr. L. Dice Miller	RD 1, Lewisburg, Pa.	524-8036
Mr. Richard Miltenberger	250 Green St., Mifflinburg, Pa.	966-2021
Mr. and Mrs. Richard Scott	Laurelton, Pa. 17835	922-3538
Dr. John Wheatcroft	135 S. 11th St., Lewisburg, Pa.	524-9612

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R 425c
Venango

GOVERNOR'S COUNCIL for HUMAN SERVICES

Committee on Children and Youth

To: Regional Chairman

From: Venango County Committee

Our county is half urban and half rural, having two cities, seven boroughs, and the remainder rural areas. Approximately sixty thousand people live in our county 40% of which are under 21 years of age. We have less than one per cent Negro population which would be the only minority group in our county.

About 15% of the population would be classed as low income group, 80% are average, and 5% high.

The major industries in Venango County are oil production and refining with affiliated industries and the production of coal mining machinery.

Our County Committee at first included only adults but as time went on a few youths took part and then more youths until the proportion of youths was about 4 times that of the adults.

We had a total of nine committee meetings. Three of these meetings were adults only when plans were made for meetings with the youth to find out their problems and concerns.

The meetings of youth and adults brought out lively discussion of several problem areas which were summarized in a questionnaire sent to each high school in the area and given to a cross section group in that high school. The enclosed questionnaire summarizes most of the youth thinking on the problems and concerns of the committee.

PRESIDENT'S COMMITTEE ON YOUTH AND CHILDREN

QUESTIONNAIRE - to help determine problems of youth and children
in Venango County

Age _____
Grade _____
Section or course _____

SECTION 1 - EDUCATION

	Yes	No
1. School rules about dress and hair styles are too strict.	<u>410</u>	<u>346</u>
2. Some of my teachers don't care about me as a person.	<u>408</u>	<u>342</u>
3. There is too much homework.	<u>262</u>	<u>545</u>
4. There is too much pressure to get good grades.	<u>473</u>	<u>336</u>
5. Not enough students get to be on sports teams.	<u>272</u>	<u>538</u>
6. There are not enough sports for girls.	<u>489</u>	<u>312</u>
7. We don't get enough time to talk to guidance counselors.	<u>362</u>	<u>438</u>
8. I have seriously considered dropping out.	<u>68</u>	<u>738</u>
9. Cheating is common in my school.	<u>479</u>	<u>320</u>
10. Some teachers are partial to certain students.	<u>705</u>	<u>91</u>
11. Some coaches are partial to certain athletes.	<u>534</u>	<u>244</u>

.....

I think the following would be possible solutions to some of the problems in school: (Check those you like.)

1. 529 Open meetings, students with teachers, to discuss rules.
2. 284 More pass/fail courses (no grades given).
3. 341 More intramural sports.
4. 397 Enlarged sports program for girls.
5. 590 Student lounges in each school building for use by students during free periods.
6. 629 Field trips.
7. 325 Formation of permanent committee to set up county-wide teen-age discussion groups.
8. 630 Other _____

SECTION 2 - HOME

	Yes	No
1. My parents are too strict.	<u>106</u>	<u>647</u>
2. My parents aren't strict enough.	<u>143</u>	<u>652</u>
3. My parents pressure me to get good grades.	<u>345</u>	<u>460</u>
4. My parents pressure me to decide on a career.	<u>166</u>	<u>630</u>
5. There is conflict in our home about rules concerning:		
use of telephone	<u>206</u>	<u>575</u>
6. use of car	<u>212</u>	<u>560</u>
7. dating	<u>216</u>	<u>571</u>
8. clothes or hair	<u>371</u>	<u>417</u>
9. money	<u>250</u>	<u>543</u>
10. Drinking is a problem in our home.	<u>52</u>	<u>740</u>
11. My parents are divorced or separated.	<u>62</u>	<u>734</u>
12. We've moved a lot.	<u>98</u>	<u>699</u>
13. Many adults say one thing and do another.	<u>578</u>	<u>213</u>
14. Many adults, though they preach otherwise, are motivated mainly by material and financial standards of success, rather than by social ethics and/or intellectual and spiritual values.	<u>468</u>	<u>311</u>

Franklin	Rocky Grove	Venango Christian	Cranberry	Oil City High	Oil City Jr. High
Section 1 Education					
yes - no	yes - no	yes - no	yes - no	yes - no	* yes - no
52 - 80	55 - 43	124 - 121	53 - 37	50 - 33	76 - 82
73 - 57	50 - 48	145 - 96	39 - 51	37 - 45	64 - 95
42 - 92	38 - 57	68 - 178	28 - 62	27 - 56	59 - 100
72 - 62	53 - 45	172 - 73	45 - 45	46 - 37	85 - 74
40 - 92	53 - 44	82 - 163	34 - 56	22 - 61	41 - 112
69 - 63	76 - 19	142 - 104	64 - 26	44 - 39	94 - 61
72 - 59	36 - 60	120 - 125	32 - 58	39 - 41	63 - 95
8 - 125	12 - 85	23 - 223	0 - 90	8 - 75	17 - 140
86 - 45	22 - 73	196 - 49	46 - 44	48 - 34	81 - 75
118 - 13	92 - 6	229 - 17	63 - 27	75 - 8	128 - 27
76 - 53	74 - 22	174 - 68	64 - 26	72 - 8	74 - 67

Solutions

75	73	175	57	51	98
43	31	77	41	29	63
39	49	122	32	27	72
54	64	129	38	33	79
109	90	144	53	74	120
105	80	187	46	68	143
52	41	96	35	26	75
24					39

Section 2 Home

19 - 113	15 - 80	27 - 219	13 - 77	11 - 72	21 - 136
24 - 102	22 - 72	35 - 210	13 - 77	11 - 71	38 - 120
60 - 72	39 - 58	113 - 133	27 - 63	42 - 41	64 - 93
23 - 102	21 - 74	63 - 183	19 - 71	20 - 63	20 - 137
29 - 97	23 - 71	67 - 172	29 - 61	17 - 61	41 - 113
35 - 89	29 - 65	56 - 180	23 - 67	35 - 42	34 - 117
30 - 99	14 - 79	68 - 172	28 - 62	30 - 46	46 - 113
68 - 62	47 - 46	112 - 128	42 - 48	34 - 42	68 - 91
35 - 96	29 - 66	92 - 150	39 - 51	35 - 41	20 - 139
3 - 128	3 - 94	15 - 229	4 - 86	6 - 66	21 - 137
11 - 123	5 - 92	12 - 231	7 - 83	7 - 76	20 - 129
17 - 117	6 - 90	27 - 215	14 - 76	14 - 69	20 - 132
108 - 24	69 - 25	186 - 55	58 - 32	59 - 19	98 - 58
59 - 71	59 - 35	191 - 49	50 - 40	53 - 24	56 - 92

Solutions

81	67	177	55	48	89
23	69	165	38	50	99
56	41	51	40	23	73
50	26	88	39	18	74
73	49	146	38	40	81
15					16

Franklin	Rocky Grove	Venango Christian	Cranberry	Oil City High	Oil City Jr. High
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		Section 3	Peer Values		
	yes - no	yes - no	yes - no	yes - no	yes - no
1.	94 - 34	76 - 21	189 - 56	62 - 28	63 - 18
2.	110 - 21	83 - 10	199 - 46	67 - 23	67 - 14
3.	79 - 47	41 - 50	103 - 136	39 - 51	39 - 41
4.	45 - 85	38 - 57	82 - 159	40 - 50	37 - 42
5.	37 - 82	35 - 49	90 - 154	43 - 47	44 - 36
6.	41 - 87	31 - 50	96 - 147	39 - 51	50 - 27
7.	42 - 88	25 - 63	86 - 157	41 - 49	22 - 59
8.	78 - 53	37 - 53	83 - 159	28 - 62	19 - 60
9.	92 - 39	67 - 29	200 - 43	57 - 33	70 - 10
10.	88 - 40	62 - 27	187 - 55	49 - 41	62 - 20
11.	79 - 48	55 - 41	125 - 116	53 - 37	31 - 48
12.	19 - 110	21 - 69	67 - 175	43 - 47	22 - 57
13.	89 - 42	66 - 26	177 - 64	35 - 55	57 - 22

		Solutions		
1.	32	38	85	32
2.	86	76	179	68
3.	106	76	186	66
4.	65	58	83	47
5.	19	11	31	19
6.	12			

		Section 4		
BS	54	36	68	28
GS	44	44	104	31
YM	69	51	137	32
YW	9	14	73	57
swim	121	92	225	51
boat	71	71	159	44
camp	96	80	174	54
fish	95	77	173	48
hunt (s)	62	50	85	31
hunt (l)	55	41	51	56
clubs	103	83	210	37
C.C.	31	13	23	39
sports	81	70	177	27
C. Con	31	18	62	37
bowl	90	77	165	34
C. play	15	11	32	17
Hasson	39	49	201	50
sch(pl)	82	61	161	30
libr	111	79	220	54
enrich	33	8	56	27
base (ll)	42	27	71	16
yth club	49	49	53	27
Cook fst	95	84	198	39
Drk well	100	78	173	40
YW dance	39	24	186	30
rdar dance	42	32	159	50
Fr Y dance	58	42	27	5
sch dance	101	71	216	54
clses	38	25	95	27
church	107	71	189	72
Sun sch	104	76	11	68
music grp	48	28	64	11
other	29	6	46	77

PY C536/92.2
R425c
Washington

1992
REPORT
COMMITTEE ON CHILDREN AND YOUTH
OF
LEGISLATION COMMITTEE



Report to the Legislature - 1992

WASHINGTON COUNTY COMMITTEE ON CHILDREN AND YOUTH

REPORT ON THE 1969 PROGRAM

Chairman: William Good
Trinity Area Schools

Co-Chairman: Mrs. Wray Paul, Jr.

Youth Co-Chairman: Miss Helene Orsany
Trinity Area High School

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Washington County

(1960 Census)

Area	857 sq. miles
Population	217,271
Population Density	253.5
Urban Population	89,399 (41.1%)

County Commissioners

Michael R. Flynn, Chairman
John P. Bevec
John Mazza

Washington County is one of four surrounding the city of Pittsburgh which together comprise the nation's eighth largest Standard Metropolitan Statistical Area. Its county seat, the city of Washington, is also one of the important secondary industrial and population centers of the S.M.S.A.. Each of two national arterial highways, Interstate 70 and Interstate 79, bisect the county and cross at the city's limits. The nation's first transcontinental highway, historic Route 40, also traverses county and city.

Washington first gained national prominence when it spawned the "Whiskey Rebellion" and brought to western Pennsylvania an armed force commanded by the Father of our Country. Bradford House, home of the leader of this short-lived protest movement, is a tourist attraction today, only a stone's throw from the County Court House. Also in the city of Washington is Washington-Jefferson College, one of the oldest colleges west of the Alleghenies.

Land-hungry English and Scots-Irish immigrants crossed the mountains to settle this region at least a decade before the Revolution. By 1800 the best land had been occupied, the Indian menace dispelled, and settled communities flourished in an agricultural economy as "towns" sprouted around protective forts. The Monongahela River provided a transportation link with other parts of the developing west, and by 1820 the new National Road was completed through the county. Gradually, small industries grew up and commerce increased, as did mining and oil drilling. Each new development overlaid the old and gave rise to a land-use pattern present today, shaped unconsciously by the growth of Pittsburgh which fashioned an entire region to meet its needs. As a county, Washington is composed of five major urban cores and their "rurban" surroundings; as a part of a region it is two urban radials extending south and south-east from Pittsburgh.

COUNTY PERSPECTIVE

Placing the information on the conditions and attitudes of children and youth in Washington County in its proper perspective requires some knowledge about the community. A description of the state of its economy, population makeup and trends, health and welfare facilities, school population and facilities, recreational facilities, and family income helps to explain why concerned citizens have become alerted to the problems and needs of their community's children. Because these data are important they are included in the report. However, in order not to detract from the description of the committee's conclusions they have been placed in an appendix, with only brief summaries given here.

The Economy

It is basically industrial, and of a type which has been highly sensitive to short and long-term national trends. Past recessions and mechanization have reduced employment from earlier high levels. Ten thousand jobs have been lost since 1952, mainly in coal, steel, glass and metal working industries, and failure to keep pace with the nation has promoted outmigration and reduced population. A conscious effort has now begun to diversify the economy and reverse these trends, but the activity is by no means guaranteed of success. Presently, almost every job-seeker can find employment although the twin threats of recession and further mechanization still cloud the horizon. To a large extent, success or failure in attracting new industry and its concomitant productive population depends upon what happens in and to the region's center city, Pittsburgh.

While the life of the community hinges on the fate of its industrial economy, so does its health. Worth mentioning here is the problem of environmental pollution directly attributable to industry, and one which the county has had to face.

The Population

In 1960 it stood at 217,271, down 2,000 since 1957. In 1968 it is estimated to have been 211,400, and 1970's projection is 209,800. The state of the economy explains the downtrend, although further impetus came through the loss of the marriageable age group and a lowered birth rate. It is well documented that out-migrants tend to be younger, better educated and have higher incomes than those they leave behind. Actually, today's residents are both older and younger than a decade ago; in other words, the dependent age groups are larger, the productive group smaller than before.

The County contains a relatively large population of foreign stock. In 1960, 5% of Pennsylvania's residents were foreign born, and 17% were born of non-native parents. Comparable figures for the region are 6% and 21%, for the county 6.6% and 21.3% - a total well over one-fourth of the population. On the other hand, the total non-white population is small (under 10,000), relatively stable, and concentrated in a few urban centers.

Health and Welfare Facilities

The full list of county owned and operated institutions is in the appendix; of concern here are only the Juvenile Home and recreational facilities. County Planning Reports are significantly silent on the condition of the Juvenile Detention Home, in contrast to full description accorded other institutions. All that is stated is that a new facility is contemplated. The Committee on Children and Youth has noted the deplorable conditions at the home and devoted a major share of its activities to publicizing the problems of treating deviant and delinquent juvenile behavior.

Recreation Facilities

Because recreation opportunities are a prime concern of today's youth, information on public and private facilities is included. However, outdoor parks constitute the county's total approach to meeting recreation needs, while youth's demands are for other types of facilities. The contrast between desires and their satisfaction in the field of recreation should point up this report's recommendations.

Schools

Washington County public schools are organized into 1 districts, each with a high school. Over 14,000 students were enrolled in grades 9-12 in 1968, and the high schools graduated 3,226. However, approximately one-half the male population over 25 in 1960 had only an eighth grade education or less. Presumably the percentage is lower for 1969, but that it is significantly lower is open to doubt.

The county has scant follow-up information on its high school graduates. The Committee shares the schools' concern for improving the quality of education. It feels that this concern should go with youth beyond graduation. Demographic studies show that the county loses heavily to outmigration among this group; perhaps improving the quality of the schools will provide a partial corrective by inducing more to remain, or by attracting another complement from elsewhere.

Traditionally, the county has relied on two local schools, Washington-Jefferson College for Men, and California State College (specializing in manual arts training), along with numerous regional schools for post-graduate education. The time has arrived to re-assess the situation and decide what, if anything, can be done to enhance local post-hi educational opportunities - such as instituting a community college which so far is only at the talking stage.

Projects, Findings, and Conclusions

The Washington County Committee, accepting the directives of the State Committee on Children and Youth to employ a flexible approach suited to its community, elected to concentrate on three projects. This led to a focus on Youth-Adult dialogues on education, a focus on deviant and delinquent children, and a focus on guidance counselling beginning with the earliest possible school year.

Descriptions of these three projects, with their appended recommendations, constitute the core of this report. In addition, the first project includes the questions and tabulated answers to a youth opinion questionnaire administered to high school students. Another questionnaire, used widely throughout the county, is included in the appendix with answers to each question typifying adult and youth responses.

Focus on Youth and Adult Interaction

The bi-monthly youth and adult meetings endeavored to investigate home values, educational values, and peer group values. However, most of the meetings dwelt on the educational values. Both the adult chairman and the youth chairman explored home and peer group values at a number of the meetings, but the dialogue would drift back to education. This is the reason why this report contains more information about education as developed from the dialogues because this seems to be where the interest centered. Information, attitudes, and recommendations concerning; (1) home, (2) education, and (3) peer group values developed from the Washington County bi-monthly meetings are listed as follows:

(1) home - findings

- a. There is a large generation gap between parents and children. Learning to live with this is not the same as learning to accept it. Children are often upset by existing conditions in the home.
- b. Parents pressure children with the attitude "don't care what you do just so long as you make money." They are materialistic and are not worried about their children fitting into society.
- c. Parents today have a lessened sense of responsibility. They seem to be too busy.

- d. Parents are confused about the provisions they make for their children and about what their real needs are.
- e. Most parents are concerned about their children having things that they were denied.
- f. Sex is not talked about until the "hump" is reached and then it is often times too late.

It is felt that the moral values that are instilled in or taught to children should be carried over and be part of the school program. The school should explore and expand the moral values that are taught in the home.

(1) home --- recommendations

- a. The parents give the basic background to the child and encourage him. When a child enters school it is felt that the counseling department is not very helpful in promoting achievement for life.
- b. The home should teach children respect for their teachers.
- c. Education is not all in the classroom. The home must assume some of the responsibility.
- d. If the questions of sex arising in the home are answered immediately and directly, a feeling of trust will develop between the parent and the child. If the child is given the "brush off", he will go to some other source and be reluctant to ask questions in the future.
- e. Even though parents are not thoroughly educated on the subject of sex, sex education should however be started in the home and continued in the school. There was no consensus on the age which schools should begin sex education courses, although parents admitted to renegeing on their responsibility in the home.

(2) education -- findings

- a. It is noted that if the teacher were closer to the student without losing respect, the child would have more opportunity to speak for himself.
- b. Education has good intent. It teaches you many things, but you learn little about life and people.

- c. There was a feeling that private schools are different from public schools in ideas of conformity. Private schools can dictate a way of thinking which leads to little diversification in the school system. Youth is more willing to accept rules to conform in private than in public schools.
- d. Student suggestions are brought up but never really get to the proper authority.
- e. Society puts people in categories and the school seems to follow this same pattern. Social status of the family is made to determine social status of the youth in school.
- f. Teachers who do not teach are cheating the students.
- g. The blame for bad teachers falls upon the administration. Youth feels that the administration should have power to say whether or not a teacher is competent, and the incompetent teachers should be weeded out.
- h. Bad teaching may be the result of a financial problem. Adults regretted that teachers must subsidize their poor salaries with moon-lighting.
- i. Good teachers leave the system where the pay is inadequate.
- j. Teachers feel that pressure is put on them to let certain students pass in order to participate in sports.

There is a general feeling of mistrust or fear that students have for teachers. Children do not feel free to confide or place their trust in teachers. Teachers do not consistently keep student conferences with them in strict confidence.

(2) education -- recommendations

- a. The teacher will gain respect and have little discipline problems if he acts like a person and has something genuine to offer to his students. The good teacher is well-organized and knows his subject. The school administration should dig deeper into the why of these problems.
- b. Children should not be held back in school. There should be an evaluation committee when this problem arises. Youth should be advanced in their subjects according to ability, but should be grouped as close as possible with their own age level.

- c. The set-up in the school system should allow for more electives in all fields and have fewer required subjects. Most schools are not geared for the needs of students and the type of community should determine the subjects offered in the curriculum.
- d. Sex education in the schools should be taught with consideration of the maturity of the student. It requires a well qualified teacher, sensitive to adolescent problems and possessing respect and a good set of morals. Some aspects of sex education should be elective and the emotional aspect of the child should be considered.
- e. Schools should hire teachers representing minority groups in society, whether or not those minorities live in the community. Students will benefit by exposure to the different religious and races and ethnic groups.

In summarizing education through the eyes of youth, one might theorize that education has a good intent. Teachers teach students many things, but they remember or learn nothing. The goal of education is a self-appreciation of one's education. The "system" teaches memorization. Students are readied for college, but are they ready for life?

Upper middle class school's opinion: It is very difficult to imagine some place where you have never been. Students do not learn about people. They have always gone to a school where everyone was the same class.

Education, however, can only do so much. Getting along with individuals should come through clubs and youth groups within the community.

(3) peer group values -- findings

- a. The older generation seems to have more prejudice against the negro than the younger generation.
- b. The negro runs into more problems than the white student realizes, such as the difficulty of finding decent housing, etc.
- c. A number of students felt that the morals are changing for the better and that they coincide with the technical and scientific change of the modern age. They believe their actions are consonant with values relevant to this society's rapid social and technological changes, and are deemed "immoral" only by standards now outmoded.
- d. Young people no longer listen to their parents. Instead, they question why and then they form their own standards.

- e. Living together as a married couple without marriage has its drawbacks in that the children of this arrangement would have no family.
- f. Marriage is sacred and "free love" cheapens the act.

General comment: The disadvantaged youth is reluctant to express how he really feels. He is not sure just how to take his place in society or where his place really is in society.

(3) peer group values -- recommendations

- a. Everyone has some degree of prejudice and it was felt that a white person can never really know how a colored person feels. People conscious of prejudice are over-friendly to persons from minority groups out of feelings of guilt. The church and local organizations should take a more active part in correcting this situation.
- b. School is like a small society, thus it is hard for a student to keep the attitudes that prevail at home from influencing his personality. The individual should really learn to know himself.
- c. A youth with problems does not escape the problems by going some place else. There should be more provisions within the school systems or community where one can obtain professional help.

One of the questionnaires prepared and circulated by the County Youth Co-Chairman was given to 10th, 11th, and 12th grade students and teachers in Trinity High School. The questions, a tabulation of the answers expressed in percentages and a list of comments by students and teachers is given here. Contrasts and similarities between attitudes of the two age groups, for the most part, follow a predictable pattern. The teachers tend to be more conservative than their students, except in the surprising answer to the first and fourth questions.

1. Concerning current issues, do you feel that student protests are justified under any circumstances?

Students	Yes	37%	No	57%	No Answer	6%
Teachers	Yes	50%	No	50%		

2. Concerning current issues, do you feel that this country is doing too much, enough, or too little for black people?

	Too Much	Enough	Too Little
Students	19%	47%	27%

(7% did not answer or thought we were doing the wrong thing for black people)

Teachers	40%	40%	20%
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3. Concerning current issues, do you feel that prejudice against negro students exists in your school?

Students	Yes	32%	No	63%
Teachers	Yes	20%	No	80%

4. Concerning morals, how do you feel about pre-marital sex? (4% had no comment)

	Should be Accepted	Depends on Individual Differences	Definitely Not	No Ans.
Boys	11%	12%	18%	56%
Girls	3%	8%	41%	48%
Teachers	0%	50%	50%	

5. Concerning education, do you feel that you are being educated or contributing to education, each as the case may be?

Students	Yes	90%	No	10%
Teachers	Yes	100%	No	0%

6. Concerning education, do you feel that your high school curriculum is broad enough?

Students	Yes	42%	No	58%
Teachers	Yes	40%	No	60%

7. Concerning education, do you feel too much emphasis is placed on discipline?

Students	Yes	45%	No	55%
Teachers	Yes	0%	No	100%

8. Following are some random samples of answers from students and teachers on the question: What is your definition of education?

Students remarks on education:

Acquiring the knowledge that is necessary to make us better citizens.

Learning how to act toward society.

Gaining knowledge through experience and schooling.

Acquiring knowlege and forming values for the future.

Learning the right things to do and how to do them.

To learn and to understand about life, its problems and probable solutions.

When you learn and profit from it.

The moral and logical correction of a person.

The process of molding a child's character and knowledge.

Teachers remarks on education:

That which gives a student insight and ability to think for himself and to make logical decisions based upon valid observations in various circumstances which he will encounter throughout his life.

Self-discipline in the virtues of life and/or understanding of other factors in life. A self dedication to training oneself to the learning process in order to better understand our society and criticize it with a mature outlook.

Education is the preparation for citizenship.

The development of rational thought processes through studying the ideas of the past, transferring these ideas and using them as a base in developing new ideas.

The training and experience which help an individual to think, act, and react responsibly in the given society.

Good foundation in basics and the ability to talk and get along with people.

The question on morals: Who or what do you blame for a delinquent child's actions?

Student's remarks on above question:

Everyone felt that it was either the parent's fault or the child's environment (group association) or both that was to blame for a delinquent child's actions.

Teachers remarks:

The teachers, also felt that the blame belonged to the environment and parents.

The question on home was: The main trouble with my parents is:

Student's remarks

They are behind the times.

They insist on over-protecting me.

They don't listen or try to understand our problems and our ideas. They don't even give me credit for knowing anything or having my own opinions.

They think I don't have responsibilities.

They try to protect me too much.

They want me to compete against the kid next door in school, athletics, and manners.

They don't understand my maturity.

They are trying to run my life.

They don't understand the reasons we want changes made.

The question on morals was a sentence to be completed. The main trouble with youth is:

Teachers' remarks:

They are not serious enough in preparing for the future.

Think all answers are simple

They have had life too easy.

There are too many followers and not enough leaders.

They lack responsibility and respect

Lack of confidence

They are living in a very complex society and no one has time to talk with them concerning their troubles and finding solutions for their problems.

They want to grow up too soon--too fast.

Parental pampering

They get away with things too easily.

Focus on Deviant and Delinquent Children

It was a scene worthy of Dickens' Oliver Twist. Seven kids, ages 12 to 13, housed in a ramshackle firetrap; three beds to a room, bars on the windows doors locked at night from the outside. Recreational facilities almost nil, little or no professional counselling. "Yes sir. No Ma'am. (play it cool so you can get out - the overflow goes to the county jail - tomorrow I been here six months)."

What appeared barbaric to nineteenth century England must be even more deplorable to Americans now. Youths in their early teens; "incorrigibles" whose major crimes consist wholly of truancy spawned by a broken home and often complicated by poverty and racial discrimination are "treated" by neglect and incarcerated like - even with - adult criminals. Applied to certain aspects of the handling of juvenile deviant behavior, and to the County Detention Home, these criticisms but briefly express the indignation felt by concerned citizens who have visited the Home and looked into the system.

Given these conditions, the County Chairman directed one of the three focuses of his committee to a project which sought to correct some of the obvious discrepancies in this area of social neglect.

This project was a joint effort of the Washington County Commissioners, County Judges, Juvenile Court, and the Home and School Visitors of the Washington County School Systems. Like most communities, the handling of deviant and delinquent children presents a pressing problem which seems almost impossible to solve. It is hoped that this project will not be an end in itself, but a beginning of something bigger and better for the future of the young people of Washington County.

The home and school visitors of Washington County, with the cooperation of the Superintendents of Schools, held periodic meetings at various high schools within the county. One result of these meetings was to inform educators and other personnel involved in the handling of our youth about the outmoded, outdated and ineffective methods which are used in handling deviant and delinquent children. As a further growth, a movement was started to enlighten the community about some of the newer and more successful ideas and methods used in other parts of our nation.

The wheels were set in motion for this project at a meeting of County home and school visitors held at Trinity High School, November 25, 1968. This assembly proposed a general plan of operation whereby help would be solicited from influential groups of the community. The home and school visitors then enlisted the aid of the County Commissioners, the Juvenile Court, judges, school board presidents of each district in the county, county superintendents, superintendents of each school district, and the administration of each school district.

The local news media would publicize it with periodic press releases, announcements, and pictures. It was decided to have the first Thursday in March, 1969 as a target date for an all day program climaxing the effort. Lisa Alversa Richette,

a noted lawyer in juvenile work in the eastern United States, and particularly Philadelphia, accepted the request to be guest speaker backed up by a panel of local experts who were involved in handling problems of youth. It was hoped that the outgrowth of the day's events would lay a foundation for the establishment of better juvenile relationships in Washington County.

March 6th was Target Day. The daylong program was built around the talents and ability of Mrs. Richette to convey to others the disturbing realities which stem from the failure of society to face problems of juvenile behavior. There were three parts to the program, each held in a different locale. The first was a low-key approach which consisted of a conference between the program guest and school personnel from all districts of the county. Charleroi Area High School provided the seating at 9:30 A.M., and representatives of law enforcement and welfare agencies, the news media, clergy, and interested citizens also attended. Mrs. Richette focussed on students in school, and presented these points:

1. The legal rights of children must be protected at all times. A complaint or a petition must be filed before a child can be brought to court. This also applies to school officials or administrators.
2. The dignity of the child must be maintained. In a recent opinion a Supreme Court Justice made it clear that children are legally persons, and it is the duty of the state to respect fundamental rights of persons just as it is the duty of the individual to respect the state.
3. Up until the time of the Gault Decision, children had been deprived of the same consideration that an adult would receive in court. For example, a child would usually receive a much stiffer sentence than an adult would receive for the same crime.
4. A reading of Supreme Court rulings proves that the state cannot label a child as "different" without due process of law.
5. In school there must be freedom of expression with responsibility, and freedom to make mistakes without fear of reprisals.
6. In school setting there is a tendency to put everything in emotional terms. The rule of law, not of men, should prevail and the school ought to teach children this. Students should know their rights and also the rights of others.
7. School authorities should remember the purpose behind "in-depth" studies of a student. Things told in confidence must be kept in confidence. (School counselors should be exempt from subpoena in order to protect the confidences and rights of the counselee.)

8. The school should pattern its system after society and not have separate rules and regulations contrary to laws of society. The school does not have absolute power over a student unless it involves the well-being of other students. This means a child's person is not allowed to be searched, nor his locker, nor any of his private property without being notified of his rights and privileges, except in the case of extreme emergency.
9. Teachers are not police officers; they are educators.
10. The Supreme Court states the child has a right to education and any suspension from school or any procedures involving school exclusion must observe the due process of law.
11. Many of our educational systems discipline through fear. No child can learn when he is afraid; no teacher can teach when he is afraid.
12. No educator should rob a child of his dignity and self-pride. Making all children conform to the same pattern is not correct. This makes the non-conforming child even more trouble for society. It is better to lead than to force.
13. An educator should remember that love is important to teaching. Just because a child has physical parents does not mean they provide love, understanding, and interest. Deprived of these at home, he may seek them in school.
14. The school should notify parents and tell the child of his rights if police action becomes necessary.
15. Conduct and behavior should not be treated the same as dress. Who should set the standards of the child's appearance? What is acceptable in society should be accepted in the school. For example, the school should step in only in cases of emergency -- if apparel is too extreme as to continually disrupt the learning process of others.
16. The child should be allowed to express his personal thoughts so long as they do not interfere with the rights of other students.

The second part of the day's program was an afternoon meeting held in the County Court House with Judges of the Court of Common Pleas and other officials to discuss some of the pressing juvenile problems in Washington County. Mrs. Richette conferred with Judge Alexander R. Curran and Judge Harold V. Fergus along with District Attorney Jess D. Costa and County Commissioners Michael R. Flynn, John P. Bevic, and John Mazza along with home and school visitors William C. Good, Don Emery, and Joseph Barcelona. The topics under discussion at this

meeting were of a general nature and were centered around the problems of Washington County and its relationship to the problems of the rest of the Commonwealth of Pennsylvania. The meeting was of an informative type and no decisions were to be made. Its purpose was to provide a prologue to the evening program.

The day's climax for the project on deviant and delinquent children was held at the Trinity High School Auditorium at 8:00 P.M. with Dr. Douglas D. Bowman, Superintendent of Washington County Schools the program director. Several other superintendents of various school districts within the county spearheaded and supported the program. The main part of the program was devoted to guest speaker, Mrs. Lisa A. Richette. Her speech was followed by panel moderator, Charles R. Clark, president of the Washington County School Director's Association, who introduced guest panelist Judge Alexander R. Curran, Judge of Common Pleas Court, John P. Bevic, Washington County Commissioner, Dr. Howard F. Jack, Superintendent of Peters Township Schools, Donald G. Emery, home and school visitor, and Corporal Walter B. Geroda, Youth Aid Officer, for the Pennsylvania State Police. Many questions were aired by the panel and the audience of nearly 300 persons. However, the main points and recommendations to be considered were set forth in Mrs. Richette's speech.

Facts made known by Mrs. Richette were as follows:

1. Up to now the public has treated the juvenile court as the sanitation department in our judicial system.
2. Communities have dumped children into the juvenile courts and have forced the courts into being tough on the children because of very poor treatment facilities with which to work.
3. It is a fact that before the 19th century, courts made no distinction between adults and children in cases of crime. In 200 years we have not progressed very far from this attitude.
4. The Juvenile Court was established mainly to promote the growth and rehabilitation of children, but due to public pressure the court is unable to carry out the purpose for which it was originally created.
5. Statistics show that 1,000,000 children got into trouble in 1968 and that in the future one boy in six will pass through the Juvenile Court system.
6. The most dramatic new area of criminal offenses among youth is the use of narcotics and the fastest rate of growth has been in suburban areas.
7. Our probation system for children who get into trouble in Pennsylvania has never been given a chance.

8. In her practice of criminal law, which is mostly confined to persons under twenty-five, she has encountered many youths who have never met their probation officer. Probation case workers have too much of a work load to even begin to meet the need.

Specific recommendations made by Mrs. Richette in her talk were:

1. We must stop thinking about new jails and detention homes and start thinking of a whole host of intermediate steps, such as preventative measures and rehabilitation.
2. We must realize the increasing importance of probation. It is estimated that by 1975 this nation will need 23,000 probation officers.
3. We should try to secure as many good foster homes or youth centers as possible for deviant children who are unable to function properly in their present environment.
4. Children should be given all rights and privileges in the school setting. Court sanctions should be the last resort.
5. Youth bureaus should be set up for young people and these young people should have a voice in the administration of the bureaus by having an opportunity to vocalize their opinions.
6. Where communities do not have enough recreation facilities for youth, the schools should be open over week-ends and be the sponsor of productive activities.
7. Detention facilities should not be considered as a punishment. They should be a rehabilitation center with decent housing facilities so that there may be complete medical and psychological treatment for the youths involved. There should also be educational facilities available. If the institution cannot provide this, the authorities should find foster homes for these children or use the facilities of the local YMCA or YWCA, half-way houses, or whatever youth housing may be available.
8. We must think of children as vibrant, living, growing beings - not just deviants

Love is one of the most important factors in rehabilitating children. Law enforcement agencies must remember that once a child is "jailed" practically all lines of communication toward rehabilitation are closed.

After the panel discussion, the Regional Coordinator for the 1970 White House Conference on Children and Youth representing the Governor's Council for Human Services summed up the major conclusions of the speaker and panel. He explained the aims of the 1970 Conference, and how the work of Mr. Good's local committee on children and youth highlighted an important area of concern in Pennsylvania's preparations.

Conclusion: It was felt by the home and school visitors of Washington County that a reevaluation of the accomplishments spurred by the project should be tabulated in the spring of 1970. This was endorsed by the County Commissioners, the County Courts, the law enforcement agencies, and the school authorities of Washington County.

This reevaluation can also be made as part of the follow-up activities in the county for the 1970 White House Conference.

PROGRAM

TRINITY HIGH SCHOOL AUDITORIUM

March 6, 1969

8:00 P.M.

THEME: How Washington County Can Best Handle Wayward Children

Personally endorsed by Governor Raymond P. Shafer as part of Washington County's contribution to the Commonwealth's Committee on Children and Youth for the President's White House Conference 1970.

WELCOME: Richard D. Bishop, Superintendent of Trinity Area School District

PROGRAM DIRECTOR: Dr. Douglas Bowman, Superintendent of Washington County Schools

INTRODUCTION OF GUEST SPEAKER: Dr. Ralph P. Castafero, Superintendent of Canon-McEllian Schools

GUEST SPEAKER: Mrs. Lisa A. Richette, graduate of University of Pennsylvania and Yale Law School, nationally known expert in the field of emotionally disturbed and delinquent children, lecturer and author.

PANEL MODERATOR: Charles R. Clark, president of the Trinity Area School Board

PANEL GUESTS:

Judge Alexander R. Curran of Washington County Common Pleas Court
Michael R. Flynn, chairman of the Washington County Commissioners
Dr. Howard F. Jack, superintendent of Peters Township Schools
Donald G. Emery, home and school visitor for the Washington School District

Cpl. Walter B. Geroda, youth aid officer for the Pennsylvania State Police at the Washington Barracks

Possible questions to be aired:

1. What sanctions should be placed on deviant children?
2. What procedures would be best for: (a) schools to follow, (b) home to follow, and (c) court to follow in classifying and handling deviant children?
3. How can county detention system better meet the needs to rehabilitate deviant children?
4. What is the correct procedure for schools and community to follow when a child has been returned home: (a) a detention home, (b) a youth development center?
5. What should be included on the staff of a first class detention home?
6. For the best interests of the child, what should take place in a detention home in the line of (a) education, (b) medical care, and (c) psychological treatment?

7. Is there a better method for handling deviant children, for example: (a) approved and properly supervised private homes with plenty of professional help from local welfare organizations, (b) local schools involved with proper staff and trained personnel to handle wayward children, and (c) a community project with several service clubs or other approved organizations?
8. The role the law enforcement agencies should practice in handling deviant or delinquent children.
9. How can wayward youth best make adults aware of their needs to live richer life?

The Washington County Committee on Children and Youth would like to express their appreciation to all organizations and personnel involved in making it possible for the enlightenment of the citizens of Washington County on the problems of wayward children in their own area.

County Chairman: William C. Good
Youth Chairman: Helene Urbany
Adult Chairman: Mrs. Wray Paul

Partial list of participating personnel on the Project Focus on Deviant
and Delinquent Children:

Judge Alexander R. Curran
Judge Harold V. Fergus
Commissoner Michael R. Flynn
Commissioner John P. Bevic
Commissioner John Mazza
District Attorney Jess D. Costa
Dr. Douglas J. Bowman, Washington County Superintendent of Schools
Richard D. Bishop, Superintendent of Schools, Trinity Area School District
Dr. Howard F. Jack, Superintendent of Schools, Peters Township Schools
Dr. Ralph F. Castafere, Superintendent of Schools, Canon-McMillan Schools
Corporal Walter B. Geroda, Pennsylvania State Police
Mrs. Wray Paul, Jr., Adult Co-Chairman

Participating School Board Presidents:

John E. Hunter	Avella Area
Stanley Milchovich	Bentworth
Sherman Underwood	Bethlehem-Center
David B. Miller	Burgettstown Area
George H. Roadman	California Area
Russell P. Cousins	Canon-McMillan
Herman N. Raicos	Charleroi Area
William E. Speakman	Chartiers-Houston
John T. Caldwell	Fort Cherry
George E. Mumper	McGuffey
James W. Stimson	Peters Township
Dr. George P. Buell	Ringgold
Charles R. Clark	Trinity Area
John B. McCreight	Washington

Home and School Visitors of Washington County:

Frank Longevitsh	Avella Area
Patsy Dinardo	Bentworth
Warren Scott	Beth-Center
Nicholas Mervosh	Burgettstown Area
Joseph Guerra	California Area
O.J. Orsino	Canon-McMillan
Joseph Barcelona	Charleroi Area
Anthony Vivio	Chartiers-Houston
Patsy Calabrese	Fort Cherry
John M. Clutter	McGuffey
Mrs. Margaret Maffet	Peters Township
Mary Wickerham	Ringgold
William C. Good	Trinity Area
Donald G. Emery	Washington

Mrs. Lisa Aversa Richette, B.A., LL.B. Philadelphia, Pennsylvania

Focus on the Child and the Keys to Better Education

In the background of this project lies a general concern for the quality of guidance counseling in schools, and for the student whose behavior makes him a problem case for counsellors, home and school visitors, his family, and himself. To begin with, an investigation into the meaning and function of guidance counseling was initiated. This led to another phase which sought to compile information from first grade onward about each school child so that his future development might be understood better by counsellors later charged with that student's guidance. The final projection points toward developing a problem identification system which would begin even before first grade.

Interest in this area was spurred on by the results of a general teacher's meeting of 250 teachers at the beginning of 1968-69 school year. The teachers expressed their thoughts on the guidance program not only in the schools where they taught, but guidance in general throughout our school system. Accordingly, Dr. Mary B. Chisholm, Associate Professor of Sociology at Duquesne University was invited to conduct a group communication and participation program on guidance. Through the round table discussions there was every indication that the teachers themselves recognized the need for a strong guidance and counseling program that would go beyond the mere testing and discipline to deal with the personal problems of students. The teachers showed an awareness and appreciation of the need for professionally trained persons in this specialized area and they indicated a willingness to cooperate in their own role as teachers.

Some interesting points that emerged from the group dynamics were:

1. Should have more than one guidance counselor in the district. He should be readily available.
2. In counseling, the program should have a "follow-up" schedule.
3. The Program should be an interaction between principals, teachers, pupils, and parents.
4. Children should have guidance early enough to prevent any major problems later.
5. Testing should not be the only factor in counseling
6. Children should see the counselor frequently so that he will not be a stranger to them.

7. Some problems have to be met right at the moment they occur.
 - a. Teaching should have a humanistic approach
 - b. Guidance should aid the student in solving his problems
 - c. Counselors should have aides to handle paper work
 - d. The staff should have access to the services of a psychologist when needed
8. Counseling is taking a child into your confidence, giving him guidance, allowing him to draw himself out to tell the counselor his problems.
9. Should have more counselors to take care of those students not going to college. Counselors spend all their time helping the college-bound to get into college, filling forms, etc.
10. Counselor should help teachers with parent conferences
11. Do they fit schedule around student or do they fit student into schedule?

This project, now entitled "the child and the keys to better education," was further pursued by the Trinity Area Home and School Visitor Department with the cooperation of eighteen first grade teachers in the area who evaluated the problems and needs children under their supervision. Most of the teachers remarked as they were evaluating their students that they could see potential student dropouts in our educational system if the children's needs were not satisfied. This, of course, endorsed the project's rationale.

When the first part of the project was completed, its results were documented and put into a report in which contemporary theories of the general nature and purpose of education were explained, and a bibliography of relevant materials attached. There was a summary and conclusion at the end of the report. An appendix was compiled by the participating first grade teachers which shows not only the statistics on their students, but a crossview of all the first grade students in their school system. The full report was made available to all participating and interested personnel. It is intended that a similar report will follow periodically and the progress of each child charted and become valid information in plotting the child's progress through school.

Some of the significant points that were brought out by this project are as follows:

1. Early danger signals of emotional disturbances are more easily detected in the classroom and that future poor school adjustment can be forecast in the early elementary school.
2. Since the modern school has grown so large it is difficult to individualize today's education to fit young people's needs and to satisfy their problems.
3. Through objective handling by competent school personnel and by giving therapeutic attention to emotional difficulties by social

case workers, we can effectively reduce the number of youngsters with school problems.

4. Until the school gives the youngsters every opportunity to resolve his problems, it is the educators and not the students who have failed.
5. It is important for educators to study carefully the information they have about troubled youngsters and to use it to its fullest extent; not to prejudge, but to understand and to search out clues for handling the child's problem.
6. In discovering emotionally disturbed children it was noted that they are usually found under one or more of the following categories:
 - a. Underachievers
 - b. Failing students for no apparant reason
 - c. Truancy
 - d. Children of broken homes
 - e. Adopted children

In the appendix the first grade teachers classified their children's problems into three categories:

1. Children with average or few problems and will progress normally in school.
2. Children with problems in the developing stage. Their progress in school should be observed.
3. Children with pressing problems and who need help now. Their problems seem to be acute and should be referred to competent personnel.

There were a total of 487 students classified and it was noted that 33% fell under category 1, 29% fell under category 2, and 35% fell under category 3. It was concluded that 10% of the students in category 3 had a serious problem or a serious problem was in the developing stage.

In the report, code numbers and letters were used to keep the identity of schools, teachers, and students confidential. A sample of the project conducted by one of the teachers in the school system is included in this report to illustrate how the information was collected and tabulated. MA is mental age, I.Q. is intelligence quotient, and CA is chronological age. Code #1 was indicated by a plus sign, Code #2 by an asterisk, and Code #3 by a minus sign.

Sample Teacher Evaluation
(9 out of 25 students)

School: Group D
Teacher: Miss Dedicated

Key	Name	M.A.	I.Q.	C.A.	Remarks
*..	D-3	6-8	108	6-1	3 is a moody child. One day she is quick and alert and the next day she is slower. In spite of her moods, she is doing well in all her work. Her best means of expression is through art. She is bold, colorful, and reveals her awareness of many items in her environment by showing detail in her art work. She also enjoys singing and creative dramatics. (Her parents are interested in helping her if she requires extra aid at home in her school work.)
*..	D-7	5-10	103	5-6	7 must have instructions explained several times before he will begin to work. He does satisfactory work once he understands what he is to do. His coordination is poor, causing his writing, coloring, and close manipulation work to be very sloppy. (Both parents work but have visited the school to discuss how they could help 7 in his work. He is an only child.)
*..	D-13	4-11	89	5-8	13, 12's twin, is also shy. She has a speech problem which restricts her participation. Mrs. S. spoke with Miss S. (speech therapist) concerning both twins' speech. Miss S. will make another test on them to discover their problems. 13 answers when she is asked a question, but rarely volunteers. She is also doing satisfactory work in all areas except reading. She does not know all of her vocabulary words and also her speech hinders her oral reading and comprehension. (Her parents are interested in her school activities.)
*..	D-16	5-6	84	5-6	16 is a very stubborn child. At the beginning of the year he refused to complete his work. Day after day there would be papers in his desk that were not finished. After unsuccessful attempts to reason verbally with him, the paddle was used twice to develop an understanding of the situation. He now completes his seatwork and participates well in group activities. He is doing satisfactory work in all areas except writing. Through practice his writing can improve.

Key	Name	M.A.	I.Q.	C.A.	Remarks
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*-	D-14	4-9	86	5-6	In reading, 14 participates well but still needs to work on letter recognition and their sounds. His numbers and writing work are improving. He could try to be neater in his seat work activities. He does play well with other children. (His parents are having marital problems.)
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*-	D-19	--	--	--	19 is a repeater. He was socially and mentally immature for first grade work last year. He is doing very well reviewing previously taught material, this year he shows an active interest in classroom activities and seems to be enjoying his work. Since many of the first grade materials do not seem to bore him or cause any lack of interest. (The family subsists on a low income. He is the oldest of five children)
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*-	D-20	--	--	--	20 has had kindergarten experience which has aided in preparing for his first grade activities. He is a good student, alert and capable of thinking situations through to their conclusions. He eagerly wishes to express his thoughts but if he is asked to answer, many times he will refuse to answer that particular question. His work is neat and easily understood. (his mother is very ill. She is able to care for her family but still has this lingering illness.)
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*-	D-22	--	--	--	22 is a "day dreamer". He does satisfactory work whenever he is under direction, but when he is working independently, he will waste time. He willingly contributes in group activities and seems interested in first grade work as long as we are working together. Even though he has had kindergarten experience he still needs to develop better working habits. (Both parents work, but seem very interested in his school work. They encourage him to practice and redo seatwork again to emphasize thinking about his work.)
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*-	D-25	--	--	--	25 is a new student. He entered school two weeks ago. His cumulative record reveals that he was in first grade last year. He is doing fine work, but hesitates to volunteer any information. As he becomes better acquainted with us and his surroundings he will be more willing to contribute in class discussions and activities. (Billy seems to be living with his aunt and uncle.)
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Richard D. Bishop, Superintendent of Schools, Trinity Area School District

Mary R. Chisholm, Ph.D., Associate Professor, Duquesne University, Pgh., Pa.

J. Ronald West, Assistant Superintendent of Schools, Trinity Area Schools

Mr. Van C. Tenney, Elementary Principal, Trinity Area School District

Mrs. Judith Herr	Amity School
Miss Martha Jenkins	Lone Pine School
Mrs. Louise Montgomery	Laboratory School
Mrs. Mildred Musgrave	Laboratory School

Mr. James Husk, Elementary School Principal, Trinity Area School District

Mrs. Wilma Dille	N. Franklin School
Mrs. Fred Elliott	N. Franklin School
Mrs. Mary Bungard	N. Franklin School
Mrs. Madge Alfon	Log Pile School

Mr. Verl Z. Garster, Elementary School Principal, Trinity Area School District

Mrs. Dorothy Sauter	Hayes School
Mrs. Jean Zeman	Hayes School
Mrs. Louie L. Mosley	Wylie School
Miss Jill Boger	Wylie School
Mrs. Elva Fisher	Windsor School
Mrs. Shirley Petroff	Windsor School

Mr. Alfred Panza, Elementary School Principal, Trinity Area School District

Mrs. Patricia McCullough	Patten School
Mrs. Marcia Malgay	Patten School
Mrs. Joyce Weaver	Wolfdal School
Mrs. Sara Wolf	Wolfdal School

William C. Good, Home and School Visitor, Trinity Area School District
Chairman, Washington County Committee on Children and Youth

Credit is due to many more participants too numerous to enumerate.

APPENDIX

WASHINGTON COUNTY COMMITTEE

ADULTS

Mr. William Good
Adult Chairman
2698 Beverly Drive
Washington, Pa. 15301

Mrs. Wray E. Paul, Jr.
Adult Co-Chairman
641 Larch Street
Washington, Pa. 15301

YOUTH

Miss Helene Urbany
Youth Co-Chairman
491 Palm Street
Franklin Farms
Washington, Pa. 15301

Janet Johnson
265 Center Church Road
McMurray, Pa. 15317

Debbie Badiali
261 Crest Avenue
Washington, Pa. 15301

Jeff Chuska
420 Center Church Road
McMurray, Pa. 15317

John Grice
R.D. #6
Washington, Pa. 15301

Karen Rozanc
522 West Grant Street
Houston, Pa.

Bob Rankin
2861 Old Washington Rd.
Bridgeville, Pa.

Cooperating Youth and Adults

Ron Blake

Adrienne Good

Claudia Kinkopf

John Boyer

Melody Silvers

Kathleen Marra

Alex Cannoni

Cynthia Grecco

Mrs. Earl W. Ruhl

Melody Wilson

David Jackson

Kathryn Laurich

Pete Suwak

Catherine Evans

Gary Ohler

Lorelei Patrick

Lois Barnhart

Kathryn Bell

Margaret Driscoll

Leslie Valitutti

Mrs. Ruth E. Berdine

Mrs. Olive G. Hendershot

Thomas Raspet

Karen Redic

Jim McMurray

Mark Stevenson

Harry Loveland

Rich Lebor

Terry Warco

Cindi Hakerlen

Frank Leskovic

Mrs. Dorothy George

Mr. Norman K. George

Barbara Brenner

Marlene Smith

Becky Rydle

Jan Esselstyn

Bill Dinello

Judy Borelli

Toni Bertini

Mrs. Preston B. Ray

Mrs. Harry McKelvy

Mr. William A. Berdine

Mrs. Walter L. Beattie

Richard Urso

Leo Trich

Gary Gordon

Terry Gordon

Tom Rydle

Linda Bryant

Patricia Bailey

Paula Borelli

Candie Flenniken

Cheryl Florjancic

Fran Zeszutek

Molly Palfreyman

Beverly Bellotti

Diane Sargent

Dave Russell

WASHINGTON COUNTY

EDUCATIONAL QUALIFICATIONS OF MALES 25 YEARS OLD AND OVER - 61,545 *

		NUMBER	PERCENT
NO SCHOOL YEARS COMPLETED:		2,460	4.0
ELEMENTARY:	1 to 4 years	3,681	6.0
	5 and 6 years	5,461	8.9
	7 years	5,797	9.4
	8 years	13,571	22.1
HIGH SCHOOL:	1 to 3 years	11,107	18.0
	4 years	13,052	21.2
COLLEGE:	1 to 3 years	3,053	5.0
	4 years or more	3,363	5.4
MEDIAN SCHOOL YEARS COMPLETED	9.0		

In Washington County 30,970 males over age 25 or 50.3 percent have only an eighth grade or less education and 42,077 are not high school graduates for a percentage of 68.4.

MALES 14 YEARS OLD AND OVER IN LABOR FORCE - 57,417

	NUMBER	PERCENT
14 to 17 years	1,352	2.4
18 to 24 years	6,061	10.6
25 to 34 years	11,680	20.3
35 to 44 years	15,412	26.8
45 to 64 years	20,590	35.9
65 and over	2,322	4.0

*1960 Census

Washington County Public High Schools

Enrollment, 1968-69

Schools	<u>Graduating Seniors</u>		Total	Grades 9,10,11	Totals
	Boys	Girls			
Aveila	41	53	94	535	629
Bentworth	84	79	163	504	667
Beth-Center	116	102	218	685	903
Burgettstown	77	90	167	700	867
California	102	83	185	567	752
Canon-McMillan	215	205	420	1374	1794
Charleroi	149	152	301	917	1218
Chartiers-Houston	76	72	148	443	591
Ft. Cherry	69	86	155	512	667
McGuffey	72	68	140	532	672
Peters Township	82	85	167	678	845
Ringgold	239	250	489	1592	2081
Trinity	175	157	332	1171	1503
Washington	<u>121</u>	<u>126</u>	<u>247</u>	<u>746</u>	<u>993</u>
	1618	1608	3226	10,956	14,182

During the early months of 1969 an attitudinal questionnaire was drawn up to be taken by both youth and adults. Its questions dealt with both specific and general items in the three broad categories of Education, Home and Family, and Youth Values. The results have been incorporated into the findings and conclusions of this report.

In order to demonstrate certain striking similarities and contrasts between typical youth and adult replies the questionnaire is repeated here, with each question followed by one youth and one adult reply. The youth is a student from Chartiers-Houston High School, and the adult a psychiatric social worker with another county school.

1970 WHITE HOUSE CONFERENCE
ON
CHILDREN AND YOUTH

EDUCATION

Q. What value do you place on education? Is education necessary?

Y. Moderate value; yes; people must be able to express themselves.

A. High value. I consider it necessary, that we may best use our intellect to see clearly, think logically and discipline our thinking.

Q. Does the present curriculum provide for adequate opportunity for training in multiple fields? What changes do you recommend?

Y. No! No! Curriculums must be tailored more to the needs of the individual.

A. It seems that the present curriculum is geared toward those preparing for college or for clerical work. There is a need for practical vocational training for the many of average or low-average ability.

Q. What commitment and involvement should youth have in curriculum development? To what extent and how?

Y. They should have at least a small voice

A. Minimal involvement. I feel that the essential discipline in the educational system over the past several hundred years has served well. "Youth has everything but experience" and experience is essential to curriculum development

Q. Why should youth want to become involved in curriculum determination?

Y. They have to let the administration know what they want. Otherwise administrators will be in the dark.

A. Probably due to the present focus on self-expression and the oft-distorted concept of the democratic process.

- Q. How can the community and parents be involved in curriculum planning?
- Y. Parents and community shouldn't be involved in subject choice.
- A. Developing an awareness of both the demands and the responsibilities of present-day society, then effecting measures to meet them.
- Q. How could youth be represented and recognized by school authorities in: Program development, Curriculum, Sports, Health, Social, and Counseling?
- Y. No Answer
- A. Program development - suggestion/criticism boxes-replies to be screened by school authorities.
Curriculum - Student representative to sit in on curriculum planning sessions.
Sports - Group meetings of students with Sports staff, administrators and school boards.
Health - The use of groups in a similar manner involving health personnel.
Social - An active, involved, student council.
Counseling - Questionnaires for completion by students as to what they would like in counselling.
- Q. There has been much criticism of our school systems under the present type of administration.
 By recognizing the voice of youth, can we expect improvement? Can we consider the demands of Youth as being realistic? To what degree?
- Y. Youth will tend to give idealistic solutions while they should be listened to, their suggestions should be well-hashed before any action taken.
- A. To a large degree, improvement may be anticipated by the choice of youth to whom such questions are presented. Largely, replies could be expected to be realistic to a reasonable degree.
- Q. Are regulations restrictive in relation to today's problems? If so, are they state or local school board regulations? To whom must one go to request change?
- Y. I don't feel any of today's regulations as restricting what I do very much.
- A. I feel that the most restrictive regulations are those made at the local level. Perhaps the means of selecting school board members should be scrutinized and changed.
- Q. What effort is realistically made to bring in community businessmen and union into the school?
- Y. Keep them out!
- A. Very little, in terms of actual involvement. Token invitations and participation appear to be the only efforts at present.

- Q. What control, if any, should school administrators have over philosophies and actions advocated by individual faculty members?
- Y. Responsible administrators should have full control.
- A. Only where the well-being of individual faculty members and/or students is seriously threatened. There should be much greater freedom in this area.
- Q. What control, if any, should school administrators have over student newspapers, etc?
- Y. Definitely should possess a right of censorship.
- A. None.
- Q. Are school administrators aware there are certain cliques in the schools?
- Y. If they are, they haven't taken any action.
- A. I'm not certain, but they often seem far removed from a closeness which would permit such awareness. No where is the generation gap so evident as in the present school system.
- Q. Should Physical Education be mandatory for all? Is it necessary that the youth wear a particular uniform in Physical Education classes?
- Y. Physical Education should be mandatory. It should be increased. If possible, students should take gym once each day. - Uniforms aren't really necessary.
- A. Yes, I concur with the present emphasis on physical fitness, for the benefit of the health and well-being of youth. Uniforms should not be mandatory: 1 - they force conformity, 2 - it is sometimes a financial hardship.
- Q. Is there a written dress code? If not, should there be?
- Y. We have a written dress code and I'm in favor of it.
- A. There is, but I do not endorse it.
- Q. Are there standards of cleanliness? Health?
- Y. No
- A. Yes. I'm not certain that there are standards of health; if so, they should be for the students' benefit, not for school conformity.
- Q. Are there educational services for unwed mothers and married couples?
- Y. No
- A. No, and unwed mothers in the present public school system are definitely discriminated against. There do not seem to be many instances of married couples in school at present.

Q. Are married couples excluded from extra curricular activities?

Y. No

A. I do not know

Q. Is sufficient information given by guidance counselors about available scholarships, colleges and job opportunities?

Y. Yes

A. My information is limited here. I think they provide information fairly well on college, less on job opportunities and scholarships available.

Q. Should the public school code be amended to include a mandated, well rounded guidance program? Is so, should efforts be made to amend the law before the 1970 White House Conference?

Y. Definitely yes

A. Yes, If the training, education and selection of guidance counselors is carefully done. It is not the specialized training, but rather the attitude non-judgmental, understanding, therapeutic use of self - which is so important in guidance personnel.

Q. What can be done by higher education to close the gap between the older generation and the younger generation pertaining to the differences in acceptable standards of behavior?

Y. Education can do little. This is a family and home problem

A. Some giving and greater understanding on the parts of both - possible only when communication between the two improves, with honesty and ease.

Q. What can be done to rectify the standards we profess to adhere to versus what we actually do?

Y. ???

A. "To thine own self be true" seems to apply here. Rather than having two sets of values, we should look at ourselves closely, see the falsity of our actions in comparison to our buried convictions and re-dedicate ourselves to Truth.

Comments:

Y. I generally favor the individual in education. Our present day system is "mass production." There are still too many drop-outs. This is due to not providing subjects which interest him.

A. Several conditions in our present educational system need to be re-examined if the system is to serve its purpose effectively, the purpose being "active

thought, receptiveness to beauty and human feeling" (Whitehead, The Aims of Education, 1964.) In order to achieve that purpose, stimuli must be offered to students so that they are motivated to learn, reason, challenge, intergrate knowledge. And they must do so in an atmosphere of acceptance - of himself, his limitations, his abilities, his maximum potential. In addition he must feel comfortable about making mistakes with chastisement, for each student will do so as he pursues his education and he can learn from his errors if he is permitted to do so.

I have also noted great emphasis on grades, college board scores, etc. to the point that students fail to enjoy learning in their pursuit of grades. It is indicative of the rush and pressure of our society, where success is so often based on position and/or earnings. But are these students being provided the opportunity to digest knowledge, think independently, formulate a system of values and ethics to serve them well through a life-time?

I feel some concern for the average to low-average student, attending a school geared to the college-bound students. He is often not provided with practical training/education to enable him to become self-supporting and feel that he, too, is a person of worth.

Home

- Q. What is causing the apparent self-destruction of the average family structure?
- Y. Lack of communication between parent and child. Parents should have more time for their kids.
- A. Loosening of family ties, mobility of many families, upward mobility of many due to stress on material goods, increased leisure time for which many are not prepared and thus cannot handle.
- Q. Why have adults changed to "Spare the rod and spoil the child?"
- Y. A hard line is now necessary. The "give everything" methods have failed in most cases.
- A. Insecurity within themselves, feelings of inadequacy as parents, fear that they will lose their children's love, sometimes just indifference.
- Q. Are the needs of youth today different from "the good old days?" If so, why?
- Y. Yes - more youth grow up in cities as opposed to rural areas. Great deal of social pressures for grades.
- A. Definitely, due to the complexity of present times, serious domestic and international issues.
- Q. What does youth desire and/or demand? - More love, recognition, acceptance, freedom, less bugging -- to be treated as adults when they are not.

- Y. Social pressures are forcing them to grow up quicker.
- A. Youth demands respect as individuals, some rapport and communication with adults, but also reasonable limits which make sense.
- Q. How does youth consider "religion" could contribute to their development in the home and the community?
- Y. Most youth have doubts about religion at one time or another. Religion doesn't greatly influence youth today.
- A. Youth tend to be idealistic and probably see 'religion' in a perfectionist way. When involved in a religious program, they tend to be evangelical.
- Q. What effect, if any, does the family and youth consider the "law" to have on their home?
- Y. Other than driving - very little
- A. Healthy youth see it in proper perspective, as guardian of rights, etc. For those in ghettos, etc., unfortunately, they see it as cruel authority and representative of the 'system' from which they feel excluded.
- Q. What would you as a youth recommend and do if you were to become the head of a family and fully accept this responsibility?
- Y. Spend time with the kids. Talk to them. Give them responsibilities as they grow older. They would earn everything they got. Bring them close to nature.
- A. Listen to other family members, recognize un verbalized needs and frustration, share responsibility, time and affection.
- Q. What is the role of the average citizen in assisting and supporting those responsible for the administration of justice?
- Y. Follow his conscience
- A. Clarify within his own family the responsibility and the benefits in the administration of law and order, understand the concepts of the democratic process, vote for candidates best qualified to carry it out.
- Q. What is the individual's responsibility for obeying the laws with which he disagrees?
- Y. Laws are laws and must be obeyed or have the consequences suffered. Go through channels for law changes.
- A. Responsibility as a member of society-majority rules. We cannot live without a social structure. This involves establishing and adhering to rules, laws. These are made for the 'common good', so that we all can benefit only when mutual trust and compliance rules.

Q. Should enforcement of laws and standards be implemented by force?

Y. Yes

A. Only when all other means have been tried and have failed.

Q. Do you think society's attitude toward sex is realistic? If not, what should it be?

Y. No - Problem should be faced and discussed. Sex education should be provided for everyone. After that - it's individual

A. No - the double standard and critical appraisal of others reigns. There should be a more realistic acceptance of the way things really are in regard to sex.

Q. How do parents and youth mutually contribute to the abrasive factors which very often exists between them?

Y. Small things are easily blown up.

A. They permit themselves to react to attitudes, statements, behavior without attempting to determine what message is really being conveyed.

Comments:

Y. Parents should quit trying to "buy" their kids. Give them time, not money or gifts. They should always make themselves available for "heart to heart" talks.

A. The family unit is the basic one in our society, the place where a child first learns, and reacts to, discipline-values morals. It is frequently not the close knit unit that prevailed in the 18th and 19th centuries, nor does it have to be so, to perform its necessary function. The home should be a refuge for its members, a source of identity and strength, where acceptance and understanding are implicit. This does not mean that the family members must have the same interest, goals, activities - "togetherness" have been vastly over-emphasized. Rather, the family members should mutually like and respect one another, be available for support when it is needed, yet accept each member as an individual. It is important that parents provide such an atmosphere in the home and they can only do this when they feel adequate and accepted by each other. In one-parent homes it is more difficult but can be accomplished if the effort is made.

Youth Values

Q. What is your concept and value of democracy?

Y. Democracy is ideally great but can never work as long as humans are what they are.

A. Democracy indicates a high regard for individual rights within a framework of justice and equality for all. I place high value upon it.

- Q. What value do you place on voting at age 18 or 21?
- Y. Should vote at 21
- A. I feel that the draft age, driving age and voting age should all be the same - 21 years.
- Q. What is your value of National Security, and the draft?
- Y. High paid volunteer army could protect America. Throw draft away except in declared war.
- A. National Security should be re-examined and the U.S. should only become involved when it is threatened. The draft is a necessary evil at present.
- Q. Why are some parents so unpredictable; so demanding; have such a lack of understanding of youth's concerns and problems?
- Y. Lack of interest or sincere desire to comprehend.
- A. Because they themselves are insecure, or threatened, or unhappy with their own lives.
- Q. Does each individual have responsibility for attempting to analyze his own unpredictable behavior? Does the latter relate to a parent/child response?
- Y. No answer
- A. Each has this responsibility if he is capable of doing so. Yes, this relates to parent/child response - the parent can at least admit to such behavior even when he cannot explain it.
- Q. If youth is so dissatisfied with what adults feel is conventional, how do you propose to alter this concept.
- Y. No answer
- A. Better communication, both ways. If either parents or children are angry, happy, worried, nervous - say so and communication will improve.
- Q. How can we, through this County Committee, establish better communication between adults and youth? What changes do you recommend?
- Y. No Answer
- A. Perhaps round-table neighborhood parents/youth discussion groups, family therapy made easily available, parent/adolescent therapy groups.
- Q. Would a well defined set of minimum regulations provide youth with a better sense of security?
- Y. No
- A. Yes

Youth-Adult Dialogue

The Washington County Committee preparing for the 1970 White House Conference developed a procedure for exploring education within the context of the county high schools. There are fourteen high schools in Washington County. On alternate Tuesdays an evening meeting was held in a different high school. Five high schools were asked to send three or four interested students to the meeting. Local arrangements were undertaken by a few adults and youth in the host school area. The County Adult Chairman arranged to bus students from a gathering place in Washington to the outlying school. He and his adult and youth co-chairmen presided. Meetings began with a brief explanation of the purpose of the White House Conference, a report on the previous meeting, then a discussion of the relevance of education. Depending on its vitality, the group either remained whole, or was divided into small buzz-groups which meet for 45-60 minutes, and reported back afterwards. The meeting concluded with a summation of its discussions, comments on these, and arrangement for the next gathering at another high school.

The following transcript is of the third meeting, made from the regional coordinator's notes. This account does not include all comments made by participants. The statements in quotations are either verbatim or close paraphrases. Some attempt has been made to convey the nature of the dialogue at a sacrifice of grammatical usage.

Peters Township high school is a new edifice. It is actually in southwest suburban Pittsburgh, lying at the furthest reaches of the suburbs. In many respects, it is typical of white middle-class suburbia. About 70% of its graduates go to college - more than any other county high school. The other four schools represented among the 18 youth and 9 adults were Trinity in Washington, Chartiers-Houston in Cannonsburg (a small industrial town), McGuffey (covering the rural communities in the western reaches of the county), and Immaculate Conception, a Catholic school for boys and girls in the city of Washington. All participants were white.

3rd. Meeting of Washington County Committee on Children and Youth in preparation for 1970 White House Conference - 10 March, 1969 - Peters Township High School

Chairman: William C. Good - Adult Co-Chairman: Mrs. Wray Paul
Youth Co-Chairman: Helene Urbany

Attendance: 18 Youths - 19 Adults - Youths represented 5 high schools
(4 Public - 1 Parochial)

Mr. Good called the meeting to order. He introduced the Regional Coordinator from the Governor's Council who gave a brief explanation of the purpose of the 1970 White House Conference. Mr. Good then asked each person to introduce himself.

Miss Urbany gave a resume of Mrs. Lisa Richette's talk on the problems of education at Charleroi High School on March 6, 1969 which was part of an all day program in Washington County devoted to exploring the various facets of deviant juvenile behavior. Mrs. Richette discussed, among other things, the rights of students legal proscriptions on the rights of school administration to discipline students, student's exercise of freedom of choice of dress, etc.

Mr. Good reported on the evening program. Mrs. Richette spoke to a public meeting of about 200 people and a panel composed of school administrators, a representative of the state police, a home and school visitor, and interested citizens responded to her remarks. The subject of the evening session was the treatment society accords juvenile deviants and delinquents. Mrs. Paul read an account of the meeting reported in the Washington newspaper. Mr. Good explained that the major purpose of the day's program was to focus public and official attention upon the intolerable conditions existing in the Washington County detention home. He said that he felt the meeting had achieved its purpose in moving public officials to take measures to correct the state of affairs. The meeting was opened to discussion from the floor. Mr. Good called for students to comment on their views of education.

Gary (Peters Township) - began by stating he thought American education was good in its intentions but its results were not good. Education stressed too much memory work; it was geared to "success" in security and material things. The goal of education should be student self fulfillment. This goal is not now met. School does not teach you about "life". You don't learn about people - the way they react to a situation. (Gary left to take part in the variety show tryouts)

Bob (Peters Township) - picked up this theme and stated he understood what Gary was trying to say, that we are not taught how to get along with people. We're taught that Harlem is unsafe in the streets at night - we know it is safe to walk in Peters Township at night; Harlem is bad, Harlem is Negro, therefore Negro people are bad. This just isn't true.

Karen (Chartiers-Houston) claimed she did not wholly agree. She stated that one can learn how to get along with other people in the various activities that are connected with school.

Boy (P.T.) - Peters Township High School is like a private segregated school - everyone basically the same.

Girl (I.C.) - her school is definitely a segregated institution; another I.C. girl agreed that her school was like a closed society. There was no chance to meet negroes. They want to keep us secure and safe; I think it would be nice to meet all kinds of people in school.

Boy (P.T.) - "In our school..." nothing has been taught until this year about Negro history, literature, and culture. This year just one teacher has begun to do this on his own initiative. This is good. All white studies are bad.

There are no negroes in Peters Township. (Others pointed out that they know of one negro family who had children in the elementary schools)

An adult explained that it was difficult for negroes to purchase homes in Peters Township.

Boy (P.T.) - All teachers in these suburbs are conservative; we hear no minority views. There is not enough diversity, no variety. We need Jewish teachers, Negro teachers, etc.

A parent stated that she agreed with the students about the segregated nature of the community. Another parent said he thought the students had a point. Kids who run away from home are often from families in the middle class and above. They are bored, looking for diversity, trying to break out of a pattern society has set.

Girl (I.C.) I agree, teachers are alike. Those who don't have children of their own can't be good teachers because they don't really have the chance to understand kids.

Boy - (P.T.) - Non-conformity is despised; the schools determine our personal appearance and how we should dress.

Girl -(McGuffey) - In our school a boy who wore his hair long and wore love beads and no socks was kicked out for three days. There is only one negro girl in our school and the kids do not consider her their equal nor does she. (stated by a girl from a rural area)

Girl (I.C.) - stated that the sisters in her school are even more rigid in their enforcing of standards on hair, dress, etc. Another student stated her dislike of the school uniforms; she gave the example of a nun in her school who makes the girls rip the hem out of their dresses if they are more than just barely above the knees. Third girl agreed with the other two, but said that she believes the parochial school's insistence on conformity in thinking is a more serious problem.

A student who once attended a parochial school but now is in a public school spoke about the fear of non-conformist actions and thinking "pounded" into them in the parochial schools. However, another student said that she was in favor of requiring girls to wear uniforms - this removed the factor of competition among girls in their dress - a competition in which wealthy held an unfair advantage.

"Let's get back to the subject of diversifying the schools." O.K. but how practical is it? Consider the absence of negroes in our schools. What do we do? Bussing? Wait until they move in? The high school system may be at fault but is it practical to try to correct it? For instance the college emphasis in our society makes high schools emphasize a academic curriculum. To change this you would have to change the whole system, either set up several different school systems or move students around en masse.

Girl (C.-H.) - negroes and whites get along in our school very well. If students want diversity, why can't they become involved with minority groups outside of school?

A student from McGuffey stated that prejudice against negroes in Claysville is an inhibiting factor in solving the need for diversity in her school. However, another student insisted that we can help ourselves by getting to know negroes in school.

Boy (C.-H.)- Having a negro or two in high school doesn't solve anything. I don't think the students who say they'd welcome negro kids as fellow students would actually do it.

Girl (I.C.) - Associating in school with negro kids isn't enough to get to know them; we have to live side-by-side to get to know them. This was her own personal experience. Another student said she thought it would take a period of years to break down barriers, but it could be done.

Girl (C.-H.) - How many of our own parents don't feel the way we do about negroes? My own parents are strongly prejudiced.

Boy - Somebody has to make the first move - we can try.

Boy - Just because we have no negroes in our school isn't itself proof our schools are bad; what's bad is...(repeats statements of first two students about conformity and the lack of diversity).

Girl - We're all prejudiced against negroes because we don't know any !higher class! negroes. My sister in college has many negro friends in school - they're all on the same level there.

Boy - How about, as an alternative to bussing, trying to get some negro teachers here? I know how I'd feel if someone called me a 'damned nigger'. My negro friends tell me there's a gap between us that can't be closed. I think whites overact in being friendly to negroes to compensate for guilt feelings.

(At this poing Mr. Good reported that he had received an open invitation from the Friendship Baptist Church on Sunday, April 20, at 2:00 for a song festival and preaching service. He extended the invitation to all present)

Discussion resumed with Peters Township students citing examples of a basketball game played with Braddock High School in which negro students from Braddock were rude. It was brought out that not all Braddock students were involved; that some Peters Township students were also rude, and the players from Braddock were good sports and conducted themselves as gentlemen.

Boy (C-H) - He disagreed strongly on what we are in school for. It's not to 'learn about life'. Those who want this can go to India and become Gurus. It's not the school purpose to teach you to become philosophers.

There was considerable opposition voiced against this opinion. One girl from I.C. who had criticized her school said she still preferred to attend because she felt at home there. She thought she could criticize it even if she felt there was no better school to go to.

But why criticize if you stay on? Have the riots in Detroit and Pittsburgh changed anything?

Boy (Trinity) - Kids go to Trinity because they have to - it's o.k. - it's something to do when you're a kid. Parents can help you find diversity if they're interested. It can come later on.

Boy (C-H) - If it's diversity you want, use summer jobs to get it; go to some other part of the country and find a summer job.

Boy - This is all Existentialism. We're all here to help others. My basic purpose is to help others.

Boy - I disagree. We're all for ourselves. People are self-centered. It's sort of dog-eat-dog.

Boy (C-H) - we need people like conformist-minded Frank. I don't agree with him; but he has a right to say what he thinks.

Girl (McG) - We should stay and work for change - not run away if we don't like it.

Society can't change; if you don't like it, leave

(One student asked another of his opinion on the college disturbances)
Students in colleges who resort to violence have the right goals, but are using the wrong methods. The problem is the lack of individuality on college campuses; the student is just a number - like at Berkely. There ought to be a better way to get the good principles they want than rioting.

The discussion then trailed off into more comments on school administrations which perpetuate conformity; changes are in the works, but they are slow. There was some adult agreement with this. The complaint that students are ignored arose again. The first student to comment re-entered the group discussion after taking care of his duties in the variety show try-outs; he commented: our parents grew up in the Depression. They grew up thinking education's goals were jobs and security, material things. We understand this. Now, we are growing up in different circumstances. I want my kids to have it differently. I'd want them to know what you do in society has nothing to do with what you are inside. - This is what's important. My dad has his own company. He's like a lot of parents; they don't want us to be, for instance, milkmen, if that was what we wanted.

One final comment came from a girl who wondered how the other student managed to arrive at his opinions if he were truly the product of a bad educational system.

Economy

The Washington County economy should be a matter of concern for every local citizen. At present, almost every resident who desires to work has the opportunity to do so. But this current job stability is an exception to the employment patterns of the past 15 years.

Between 1952 and 1967, the county economy endured an extended period of mechanization of its basic industries which significantly reduced the number of local job opportunities. During this period, 10,000 jobs were permanently eliminated in Washington County in the coal, steel, glass, and metal working industries.

This extended period of mechanization was coupled with a business recession which lasted from 1958 to 1964. In 1961, the Washington County unemployment rate averaged 11 percent of the work force. As late as 1964 the local unemployment still exceeded the national average. The efforts of those in the county concerned with industrial development managed to attract numerous industries during this period which partially ameliorated the unemployment problem.

Although existing rates of unemployment are very low, (estimated to be two percent), the twin threats of recession and mechanization are still present. These threats can only be reduced by a serious local effort to attract additional, diversified, labor intensive, manufacturing plants and service industries.

There is a limited amount of land in Washington County topographically suited for industrial development. Therefore, the county must solicit industries which would employ at least ten workers per acre. Industries of this type include the manufacturing of electronic components, watches, computer hardware and medical instruments.

In addition to the limitation of raw land suitable for industrial purposes, the county also lacks a significant amount of land which is ready for immediate industrial occupancy. This land could be fully developed with sewers, water lines, rail access and highways and ready for immediate industrial occupancy.

The Economic Function of Washington County

Washington County is an integral part of the metropolitan Pittsburgh economy. As such, the county performs certain functions which are important to the entire region.

In general, Washington County is:

- A Source of natural resources
- An industrial suburb
- A retail subcenter
- A labor supply for Pittsburgh mills and offices
- A customer of specialized services offered principally in Pittsburgh
- A source of available land for residential development

Washington County should retain these six functions into the foreseeable future. One additional function that might accrue to the county is to become the location for some of the regional recreational and leisure time activities.

The Structure of the Washington County Economy

The Washington County economy rests on eight basic pillars: bituminous coal mining, iron and steel making, stone, clay and glass, fabricated metals, electric machinery, contract construction, retail trade and local utilities. This base has altered only slightly since 1910.

Agriculture, the primary business of the county until 1880, declined rapidly under the forces of industrialization. It did, however, maintain some of its importance until after World War II.

In general, the economy of Washington County can be characterized as a "durable goods" system. This single statement contains the basis for understanding many of the economic problems that have faced the county for nearly 50 years.

The Durable Goods Economy as Related to Washington County

Durable goods are large, expensive products that usually have a relatively long life. Because they do not wear out rapidly they are usually purchased during periods of good business and then repaired, not replaced when the business climate is bad. This produces a cyclic effect in their industries, making them very "sensitive" to shifts in the national business cycle.

Six of the eight basic Washington County industries are either markedly or highly sensitive. Also, because the county is so dependent on sensitive industries, retail trade actually suffers as badly as other sectors when local business is bad.

When first developed a half century ago, durable goods industries required large numbers of workers to run them. As these operations became more successful, they replaced men with machines. Originally they were built near to their sources of raw materials and fuel, today they are located near their markets, usually on a transportation route which brings their raw materials to them.

To reduce costs during slack business periods, these industries traditionally reduce their work force, creating periods of unemployment that are higher than is typical of the rest of the nation.

Employment

The work force for 1950 to 1965 remained very close to 78,000, but there were irregular levels of employment and a steady erosion of jobs. The specific events that caused that to happen can be detailed as follows: In 1950, the local economy was relatively healthy with most residents working at jobs located within the county. They held the same type of semi-skilled employment in the mines and mills that had become a tradition with them. However, important national economic forces were at work.

The petroleum industry had begun to capture the home heating and railroad fuel markets. To compete with oil and gas, the coal industry began to mechanize. Between 1950 and 1959, county employment in mining dropped from 13,000 to 5,500.

In 1955, the steel industry also began to mechanize, and four years later primary metals employment declined from 10,000 to 7,000. The glass industry underwent a reorganization with loss of 2,000 jobs. Retail trade and service sectors consequently declined.

In 1958, a nationwide business recession began. Such an event was not new to this area; but for the first time, recession was accompanied by mechanization. Jobs were permanently eliminated. This combination of recession and mechanization created an unemployment rate of 11.0 percent by 1961. Outmigration was substantial throughout the period 1958 to 1964. The end of this cycle of mechanization coincided with improved national business conditions which created a rise in employment in 1965. It did not bring a return to the employment conditions of 1952 or 1956; 10,300 jobs were lost.

The principal improvement in employment for 1965, within the county, was in the service sector, i.e. government, education, retail trade, finance and real estate. Increases in manufacturing employment occurred primarily outside the county. What has happened is that the county service industry has been partially rebuilt to serve local residents, many of whom now work in manufacturing jobs located in nearby counties. Unfortunately, many of the local residents still have the same kind of job as they did previously, except that they now travel further to reach it. This is substantiated by statistics which show 45 percent of the resident work force still employed in sensitive industries.

If jobs had been provided for those who wanted them over the 15-years period in question, the total resident employment for 1965 could easily have been 87,000 as opposed to 75,400. County based employment could have been approximately 71,000 not 56,600.

Future Employment Projections to 1990

What potential for expansion does the Washington County economy have? Based on certain assumptions it is projected that:

1. A thorough program of industrial site development will be sponsored by the county government either on its own responsibility or in combination with private enterprise.
2. The consequences of the cessation of hostilities in Viet-Nam can be overcome with relative quickness.
3. There will be no more sudden spurts of mechanization in existing industry and no more major plant closings will occur.
4. A comprehensive program of job training in vocational-technical high schools and a community college will be introduced in the very near future.
5. New intensive labor factories can be brought into the county. It is thought that the existing basic manufacturers will show only minor growth in the next years and the largest growth will occur from new industries settling within the county.

Total employment for all county residents could be 84,000 in 1980 and 90,000 in 1990. Total employment for all county residents in the target year is based on the assumption that very few changes will occur in the percentages of people commuting to jobs located outside the county (20% in 1965). If a significant number of additional jobs open up in Allegheny County it is entirely possible that these totals would be on the low side.

Future factors that will affect the number of Washington County residents working elsewhere are:

1. The dispersion of Pittsburgh suburban population into Washington County accompanied by the scatteration of Pittsburgh industry and shops.
2. Opposed to the forces of dispersal would be increased accessibility to Pittsburgh by better highways and transit systems and the concentration of high density, office buildings requiring many workers in the core city, such as the Pennsylvania Railroad's proposed office complex in the Golden Traingle.

The government of Washington County owns and operates a group of structures and facilities that are used in the performance of governmental functions. These include, apart from the Courthouse, Jail, and County Airport,

1. The County Home and Hospital
2. The Juvenile Home
3. The County Fairgrounds
4. Three County Parks

All of these facilities are located in the Washington City area, except for the three county parks.

Health Facilities

The county has the primary responsibility of caring for the aged and indigent portion of its population.

A part of this burden is absorbed by the various hospitals which are located in Washington, Canonsburg, Monongahela and Charleroi, but the bulk of these people are cared for in the County Home and Hospital.

The existing county home and hospital complex is located in the Arden Downs area just north of the City of Washington.

The men and women are housed in separate buildings which are physically divided by North Main Street Extension and the County Fairgrounds.

The facilities are obsolete and inadequate, and a new complex to replace them is planned. Funding, however, is dependent upon the federal government.

Recreation

Citizens of Washington County are becoming aware of the need for increased recreational facilities. The needs of the future are expected to be greater than those of today.

The need for recreational facilities in the United States is rising at such a rapid rate that no level of government can avoid becoming involved in providing them. Almost all levels of government, as well as private enterprise, currently provide recreational facilities in Washington County.

There are, at present no federal facilities or state parks located within the county. However, the Commonwealth, through its Game Commission and Fish Commission, does operate two fishing lakes and one boat launch on the Monongahela River. They are currently building another launch site.

Twenty-two local municipalities own parks or playgrounds of varying size and quality. In addition, there are a large number of privately owned facilities,

including country clubs, golf courses, camps, amusement parks, sportsmens clubs, etc. Many of these private facilities are open to members only and the general public receives no benefit from them. This is particularly true of the sportsmen clubs, country clubs and some boat launches.

Privately-owned facilities most commonly open to the public include golf courses not associated with country clubs, amusement parks and swimming pools. The number of swimming facilities in Washington County is particularly limited. The development of public swimming beaches is hampered because sections of the Monongahela River are polluted and some municipalities have prohibited swimming in it by ordinance. Even if the river were not polluted, access to it is limited in many areas because industries have chosen to locate their plants along its banks. Very few locations for swimming exist along the many creeks in the county, because some of them are polluted and because they are too shallow.

The county has begun to fulfill its role in the development of recreational facilities. At present, it has three parks in varying stages of completion.

The highest expected population of Washington County by 1990 is calculated to be 250,000 persons. If this is reached and no park land in addition to that now proposed is purchased the County will be able to provide only 23 acres of county park land for every 1,000 county residents up to the year 1990.

Ten Mile Creek Park

The purchase of land and the installation of basic improvements were undertaken on this site by the U.S. Army Corps of Engineers. They installed an access road, parking lot, boat launching ramp, toilet facilities, and picnicking facilities. It is 12 acres in size but plans are to increase it to 21 acres. Approximately 10,000 persons used the facility in 1967.

Mingo Creek Park

This park is currently under development. When completed, it will include an area in excess of 2,500 acres.

At present, some portions of it are open to the public.

When completed, this park will provide: picnic areas, restrooms, parking areas, shelters, pavillions, horseback and hiking trails, a swimming pool, winter sports including tobogganing and skiing, nature trails, camping, nature studies and various game areas for archery, tennis, badminton, volleyball and horseshoes.

The schools of the county will be able to use this and other parks for field trips related to their studies.

Cross Creek Park

The final size of this park will exceed 3,000 acres. Located within its boundaries will be a 250 to 300 acre lake which will be used for swimming, fishing and boating. Partially developed by 1971, it should be in full operation by 1973.

Flood Control Recreation Sites

Two other facilities which have a potential for recreational development include the multi-purpose reservoirs that will soon be built on Wheeling and Harmon Creeks.

Environmental Problems

In addition to the general problems associated with the retention of open space areas and the specific problems associated with the development of adequate recreation facilities, Washington County is faced with the necessity of eliminating some severe patches of environment blight.

These environmental problems are familiar to everyone. They include the refuse heaps of coal mines, the eroded landscape resulting from the over cutting of timber on steep slopes, the smoke scarred hillsides, the strip commercial development along major highways, the junk yards, the billboards, the unreclaimed strip mines, the polluted streams, the abandoned housing, the "patch" towns and the abandoned structures formerly associated with coal mining. Each of these problems is acute and the cause of them are as diverse as the effects. They are mentioned only to illustrate that these detract from county and local efforts to create a total open-space-recreational environment of which the county can be proud.

Public and Private Recreation Facilities

22 Municipal Parks and Playgrounds covering 589.5 acres

7 Private Golf Courses covering 1,015 acres

7 Country Clubs covering 1,125 acres

5 Camps totalling 1,074 acres

2 Amusements Parks of 450 acres

15 Sportsmen's Clubs with 3,847 acres

3 Swimming Pools

8 Boat Launches

ESTIMATED DISTRIBUTION BY COUNTY OF EXPENDITURES AND COMMITMENTS OF DEPARTMENT OF
PUBLIC WELFARE FROM STATE AND FEDERAL FUNDS FOR FISCAL YEAR 1967-1968, BY PROGRAM

July 1, 1967 to June 1968

County	Total	Public Assistance	Children & Youth
Washington	10,736,428	7,347,407	176,910

Total	State-Operated Youth Development Centers & Forestry Camps for Juvenile Delinquents	Payments to County for Child- Welfare Services	Community Grants For Juvenile Delinquency Programs	Day Care Services for Mentally Retarded and Physically Handicapped
176,910	104,960	52,141	16,210	3,599

BREAKDOWN OF OFFICE OF GENERAL AND SPECIAL HOSPITAL EXPENDITURES AND COMMITMENTS
FROM STATE FUNDS FOR FISCAL YEAR 1967-1968

Total	Scholarships for Student Nurses
56,208	56,208

BREAKDOWN OF OFFICES OF MENTAL HEALTH AND MENTAL RETARDATION EXPENDITURES AND COMMITMENTS FROM STATE AND FEDERAL FUNDS FOR FISCAL YEAR 1967-1968

City	<u>Total</u>	State-Owned Mental Hospitals E.P.P.I. and <u>W.P.I.</u>	State-Owned Schools & <u>Hospitals</u>	Payments to Private Facil- ities for Mentally <u>Retarded</u>	Reimburse- ment to Cts. for Interim Care Mentally <u>Retarded</u>	Diagnostic Evaluation Centers & Eastern Mental Health <u>Centers</u>	Grant for Comm- unity Menta Health serv.
aton	3,092,985	2,205,212	738,440	6,928	64,281	8,863	69,261

NUMBER OF EMPLOYEES OF THE DEPARTMENT OF PUBLIC WELFARE (Including Per Diem and Hourly Employees)

th Developemnt Centers - Cannonsburg	107
ington.	128

PER CENT OF POPULATION RECEIVING PUBLIC ASSISTANCE AND AMOUNT OF EXPENDITURES FOR THE PUBLIC ASSISTANCE PROGRAM, BY COUNTY - FISCAL YEAR ENDING June 30, 1968

Average Number Persons per Month	Per Cent of Population	<u>Expenditures for Public Assistance</u>			
		Total	Assistance Grants	Medical and Burial	Administration
,886	4.2	9,624,172	5,060,721	3,659,969	903,482

PLICATED NUMBER OF CHILDREN RECEIVING CHILD WELFARE SERVICE, BY TYPE OF AGENCY OR INSTITUTION, BY COUNTY OF RESIDENCE AT TIME OF ACCEPTANCE FOR CARE AS OF DECEMBER 31, 1967

Total	Public Child Caring Agencies	Vol. Child Caring Agencies	<u>Institutions for:</u>		Day Care Centers	Maternity Homes
			Dependent Children	Delinquent Children		
4	264	76	21	18	31	4

GRANTS FOR POLICE SERVICES TO JUVENILES, GRANTS FOR IMPROVEMENT OF JUVENILE PROBATION SERVICES, AND GRANTS FOR CRIME PREVENTION PROGRAMS FOR JUVENILES

Fiscal Year Ending June 30, 1968

Grants for Police Services to Juveniles

\$3,810

Grants for Improvement of
Juvenile Probation Services

\$12,400

CHILDREN HELD IN DETENTION AND CASE DISPOSED OF BY JUVENILE COURTS - January 1 - December 31, 1967

total	<u>Children Held in Detention</u>		total	<u>Cases Disposed of by Juvenile Ct.</u>	
	In Own Detention Home	In Other Facilities		Official Cases	Unofficial Cases
347	168	179	768	63	705

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Westmoreland

Westmoreland County Committee

on

Children and Youth

COUNTY REPORT

June 12, 1969

SECTION I
DESCRIPTION OF THE COUNTY

- A. Westmoreland County is 60% urban, 40% rural.
There are 6 cities in the county, 35 boroughs
Of the cities, 2 - Jeannette and Greensburg - are in Central Westmoreland;
3 cities - Arnold, New Kensington, and Lower Burrell - are on the north-
western edge and adjacent to Allegheny County; the remaining city - Monessen -
is in the southwest sector, bordering on and sharing services with Washington
and Fayette counties.
Thus, the county divides into three centers of population.
- B. Population composition
Total number - approximately 353,000, with a projected increase to
400,000 by 1975. (Source: Pennsylvania State Planning Board)
- Age distribution: under 5 years of age, 11%; 6 to 19 years, 26%.
Total under 19 years, 37%
- Minority Groups - the principal minority group, the colored group,
numbers 7,090 or 2% of the County census. This population resides
chiefly in 3 centers: West Jeannette, Monessen, and New Kensington,
and hence is largely urban.
- C. Income level
Using family income of \$4000 annually for the cut-off point, 17%
of the population rates as low-income, 63% are average, 11% has an
income of \$10,000 or above.
- D. Major Industries
Glass, coal, brick, manufacture of metal products, aluminum
Large firms with plants in the area: Walworth, PPG Industries,
Robertshaw, Westinghouse, Alcoa, West Penn Power Company.
Currently moving into the area - Chrysler

SECTION II
ORGANIZATION OF THE COMMITTEE

The County Committee, identification is attached, acted as a steering committee.
Individual members served as either resource persons or chairmen of subcommittees.

The Youth Committee worked principally at setting up discussion groups
in the Public High School and the Colleges throughout the County.

Under one adult sub-committee a questionnaire was distributed to a
cross section of the youth in the New Kensington area.

Both community leaders and youth discussion groups secured data from
the poverty-level population.

SECTION III
SUB-COMMITTEE FINDINGS

- a) Analysis of problem areas based on data obtained from discussion groups and from questionnaires using high school youth and college groups. (see pages 1 - 29 following).

Analysis of problem areas by the full committee including youth and adults.

- b) Identified Problem Areas listed in order of importance
1. Provision for use of leisure time
Recreation opportunities
Job Opportunities
 2. Provision for guidance service in the schools, geared to the needs of the area the school serves
 3. Provision for courses or specialized personnel or innovative programs in the school, to acquaint the students with problems that are of current import to the community as opposed to the more immediate and personal needs of the student.
 4. Provision for communication to alert youths who want to be involved with the opportunities that do exist in the county
 5. Provision for projects designed to make adults more sympathetic with and sensitive to the need for expending time, effort, and even money to change community attitudes.

SECTION IV
COUNTY COMMITTEE RECOMMENDATIONS

1. Essential changes needed

Formation of a Youth Advisory Council in every municipality. The size of the council would reflect the size of the municipality--the size of the city council or township board of supervisors could serve as a guide. The youth would be selected as a result of a municipality-wide election. The electorate would be comprised of only the youth. They would bring to their meetings the thoughts of the area they represent; and, collectively, they would make recommendations to the local authorities. The recommendation would involve youth participation in the planning, implementing, and utilization of the approved projects. Funding could be mandated at the state level with provision for matching funds at the local level.

School staff to supplement the teaching staff in order that the impersonal tone of the school could be moderated by a more humanized kind of experience. Almost all secondary school in the County are located away from population centers. Pupils are transported by bus. The buildings are large. Pupils move from the beginning to the end of the school day with few opportunities to interact with each other or with the teaching staff on a personal level. The chief means for maintaining order is by way of sanctions, verbal, in the classroom. Thus relations between pupils and staff is typically formal. The students feel they are being programmed.

Within the school an advisory committee of students and faculty should be set up to study the need for courses or programs designed to alert the student to community and national problems.

During orientation workshops teachers should be sensitized to the needs of the students. Some modification of the use of the high school period could be studied so that students would feel more responsibility for maximum use of time, and for mastery of the work to be done.

To facilitate the work of law enforcement personnel, create a position somewhat similar to the of "Community Relations Officer," now being employed by the State Police. The officer would visit the schools within his jurisdiction to establish a better rapport between the police and the youth. The Fraternal Order of Police, both local and state could coordinate and implement this approach.

2. Time required to effect these changes would be a function of the number of persons enlisted to assume responsibility for the program.
3. The population group to be affected would be, principally, the total high school group; all have needs to be met, though the needs differ with geographic area, intellectual and economic level.
4. To bring about change work should be begun in adult organizations already existing. Probably the Recreation Board could be useful in setting up a pilot program inasmuch as that is one County Agency concerned with youth that is new enough that attitudes about it have not yet crystallized.
5. Unless agencies at the state level were willing to show an interest in creating change, governmental agencies at the County and city-borough levels would be hard to activate.

B. Overall Recommendations

The principal need in this county is to help the youth evolve a value system that is satisfying and one they can live with. The emphasis on material wealth and on status stands in the way of any change. It characterizes the influential segments of the communities to the extent that youth feel that without leadership and support from some adults they are powerless.

Legislative action should be geared toward supplying positive and constructive services rather than merely punitive and rehabilitative ones.

To activate adult interest the service clubs and the women's clubs could be used. However, at the present time, with the exception of the Recreation Board, there are few existing services, so the problem would be to create the service rather than strengthen an existing one.

This whole study has merely scratched the surface of the problem. It has been fact-finding, with no effort made to enlist organized agencies to any extent for the simple reason that the program at the moment is too nebulous. To be specific, there are in the county, Boards set up to hear the cases of delinquent youths at the local level. Some of these Boards to a real service. But we have no parallel in the area under discussion, i.e., the awakening to awareness and involvement of the able youth.

SECTION 5

If any impact has been felt in the County, it is minimal. Within the time allowed for the present program, fact-finding seemed to absorb all the time devoted to the study.

It would be difficult to establish a "County wide" Youth Advisory Council. The movement ought to come from the local level, and if one or two pilot groups demonstrated their usefulness then other groups could be set up.

Westmoreland County divides into three regions - central Westmoreland, Monessen area, and New Kensington area. The County Committee was drawn up to represent the three subdivisions, with the majority of the personnel coming from central Westmoreland. Youth and adults were about equally represented. Representatives from the lower socio-economic level were reached principally through social workers and community organizers. Attempts to secure direct representation met with failure, largely because of the unwillingness of the colored people particularly to speak for themselves in committee. However, their leaders were quite conversant with the needs of this group.

To secure information at the grass-roots level it was decided that for the in-school group, both college and high school population, discussion groups could be set up, the discussions recorded on tape, and contextual analysis of the recordings be made. For the out-of-school group, youth in industry, the committee members knowledgeable because of their association through working with youth, agreed to gather data. A total of approximately 20 discussion-hours was taped.

In addition, one of the committee members administered a questionnaire to a cross-section of junior and senior high school and college youth at several economic levels. These groups were contacted at a Youth Center (mostly negro youth), and at two church youth group meetings, as well as at a college student council meeting.

One of the committee members, who is program director for WHJB CABLE-VISION, offered to run twice a month from April through December a series of panel discussions, one hour in length. Personnel for these panels was recruited not only from high school and college populations but also from leaders in the community: recreation director, county commissioner, mayor, high school guidance personnel. In addition WHJB RADIO carried spot announcements periodically of the scheduled panels, thus giving the Conference county-wide coverage.

Finally, the 15 county newspapers were supplied with news releases covering the makeup of the County Committee, local and regional meetings. The paper having the widest county coverage, the only morning paper in the county, has assigned a reporter to work on special aspects of youth needs and youth interests.

The first part of this report will cover data obtained from youth. Two sets of data will be presented, that derived from middle class youth who constitute the majority of the Westmoreland County youth population, and that from colored youth, lower class. The data is divided into four principal categories: home, school, the community in general, and youth values.

HOME

a) communication

positive: in general, the parents are characterized as "all right" -- boys tend to confide in their fathers, girls in their mothers, but in many cases boys feel more at ease with the mother, saying simply "my dad doesn't talk much"

negative: reasons for lack of communication are multiple: generation gap -- "my parents and I can't as a whole communicate, they try but I'm too different". working parents -- "foundation of society is insecure--father is no longer boss in the home -- mothers working who do not have to work, do not have time for good family life." marital strife -- "too many homes are problem homes. So much tension there is no communication between parents, or parents and children." lack of confidence -- "home not doing the job on sex-education. Mother says vaguely, if you have any questions, let me know. I guess you talk about things like that with your friends." open rebellion -- "parents have to learn that time is now: youth going to talk and say what they want." "kids don't respect their parents because parents don't respect them." "Don't even try to talk with my parents."

summary: in general, communication lines are open. The negative instances although spelled out more carefully, are in the minority.

b) Discipline

positive: again the attitude is generally favorable. However, this attitude and the reasons supporting it stem from permissiveness for the most part, occasionally a youth admits they object to but appreciate their parents' interest, but the more usual statement is: "they let me do what I want."

negative: negative statements reflect primarily a need to break away from what the youth considers child-like dependency - "kids should be allowed to decide some things even if not given complete freedom".."much aggressiveness arises from dependency, learned as only way to exist in some families" -- "Why don't parents let you do what you want. You have the right to ruin your own life," -- "parents run kid's life too much and confuse the kid, that's why some run away" -- "parents strictness reflects back on their own childhood, don't want you to do what they did," -- "parents push too hard." -- "parents have different set of morals than we do." "if parents make rules, they should find out if they suit the teenagers."

summary: running through most of the data is a tone of positive approval, but more fundamental is the finding that the youth's preoccupation is with problems other than relations with his parents.

c) Role of the Home

the more articulate youth recognized the fact that the attitudes they now have are a function of earlier home experiences. -- "tensions are a sign of the times, child grows up with problems and then finds them multiplied as he goes out into the world outside the family." -- "unless the child learns to express his feeling in the home, with safety and security, he won't communicate."

The parents still remain the center of reference for evaluating the youth's opinions about himself. -- "fear failing parents more than failing self."

The youth senses his own provincialism and blames it on his parents -- "parents are not on the lookout to apprise youth of social needs, e.g., poverty, civil rights problems, etc."

SUMMARY - The data reflect a society where adults appear to the youth as self-seeking, concerned about their own problems, limited in offering the younger generation experiences either through discussion or actual observation, that would make them alert to, ready to work with, problems other than immediate personal ones.

EDUCATION

a) Relevance of Education

positive: The school is seen as the one agency that provides the youth with an understanding of his world. It is also seen as the one agency that is ready to change in a changing world, i.e., it is less tradition-bound than the home. This opinion characterized the more able youth, i.e., the college-bound and the college student, as opposed to students in shop courses, commercial courses or general education. It is also identified as the one place where all youth are and hence in a position to influence the students, for good or for ill. Some respondents regarded schools as "headed in the right direction" but moving too slowly.

negative: The thrust of most of the remarks was directed to the "academic" and hence unreal world of the school, -- "out-of-school life on one track; in-school on another; like two parallel lines that never meet" -- "don't want knowledge; want tools with which to work out their own problems." -- "School Board out of touch, makes decisions not based on what is going on" -- "School should bring to their building community leaders interested in local problems" -- and, laconically, "education is not relevant."

summary: dissatisfaction with the school system is mild. Further light on this finding is obtained from discussion on related points, listed below.

b) Curriculum and Method

positive: most comments on the division of the high school curriculum into area-groups, such as college-preparatory, commercial, etc. were non-committal. The status quo was accepted, probably because the youth had nothing to substitute for it, rather than because of basic satisfaction. The brunt of the objections fell on the implementation of the curriculum rather than on subject matter.

negative: A great many complaints centered around the fact that school was boring because the main emphasis was on acquisition of knowledge largely by rote, drill methods. Youth felt they were unable to formulate questions, that they were required to accept what was taught rather than to think for themselves. They also complained that no effort was made by the teachers to relate the school course to life problems. They report that even reading is taught as a skill but the pupil was never encouraged to think through the relation between what was read and anything they brought to it from their own experience.

Other complaints centered around the length of the high school period. The pupils find only 20 minutes of the period is really used, the remainder of it is dull and boring, often they give an appearance of 'keeping busy' to avoid trouble.

They regard the methods used as antiquated, impersonal, and "external". -- "there is too much mechanization and no attempt to reach the individual." They comment - "it's the system" -- "they keep busy so the teacher won't think they're loafing."

summary: On this point, the tone of the reports could be characterized as complacent. This complacency stems from the very problem they complain of - lack of thought. They are aware of the irritations but fail to go beyond the awareness to either the cause of the difficulty or any imaginative proposals for change.

c) Administrative policies

positive: In the main the pupils are satisfied with issues that are causing real questions in many areas of the United States: hiring of teachers, participation in school government, dress code, disciplinary practices. Again the satisfaction is related to an unquestioning acceptance of current practice. One group believed that if "a strong leader" wanted to organize a protest among high school juniors and seniors he could probably do it, but they didn't think this was likely to happen.

negative: Students are aware of the limited use made of machinery set up for developing an understanding of the democratic process, e.g., student council, presidency of school clubs, editor of school paper. They characterize these as "facades". They insist no change is practical, the school board isn't interested, the principal is helpless.

Some negative comments centered about the teachers: they complained about the fact that the teachers were "lazy"; they presented the lesson mechanically; they treated youth harshly, allowing no effort for explanation; some thought younger teachers were less out of touch; they wanted more male teachers; they felt teacher tenure should go, particularly where teachers were striking for higher wages.

They also complained about the push, not only in the school, but in the communication media for a college education -- "it's been drilled into me, without college education, no success." "college over-rated, don't need it for lots of jobs, too much emphasis on it." With all economic groups, college was a stepping-stone to success defined as moving into a higher-income bracket; no advertence was made to the work they expected to do. Contrariwise, college was a place to have fun.

summary: At the high school level, there is easy acceptance of the administrative policies now in force, the acceptance is an unthinking one, calculated to make for an orderly four years education. Whether the situation is a function of the social structure or not, the high school pupil accepts it as a necessary situation. They are aware of the difficulties inherent in attempting to change any established hierarchy of power. They accept without demur the fact that it exists and that it is hardly a matter for comment, except where it touches their immediate personal need for autonomy, and this occurs but rarely.

THE COMMUNITY - IN GENERAL

a) Adult Attitude Toward Youth

positive: Youth are willing to learn from an "approved" adult. They value the adult's tolerance, patience, and willingness to withhold judgment.

The youth appreciates that adults have problems, too. They are in responsible positions and if an institution changes, risks

are involved and so the adult is afraid of change, but the youth are too. They complain about the adults, rather than admit they don't want to come to grips with the problem.

Some of the difficulty between adults and youth is related to the rush characteristic of our culture; the rush to get an education, to start a family, to get a job.

negative: Contrasting with the favorable attitude expressed concerning both home and school, attitudes on the present point are more negative than positive. Adults should "get down to kids level and learn to understand their problems" -- "they are unfair," -- "they never trust enough" -- "they are unreasonable" -- "they emotionally maltreat the youth." -- "they can't accept the fact that youth are ready for responsibility." -- "the 'establishment' squashes all chances to change" -- "they generalize from one negative instance to all teenagers." -- "they refuse to communicate" -- "they try to make us think their way" -- "they think we're dumb" -- "they put their foot down so hard, they force us to take the opposite position." -- "they don't know the difference between bossing and guiding".

summary: The generally negative opinions expressed here may be related to the fact that where the target of concern is the more impersonal society and where no repercussions could be anticipated, the youth is freer in his expression. It is also possible that the youth needs to approve of home and school since his immediate acceptance is tied up with these two institutions.

b) Youth's Attitude Toward Adult

positive: the majority of the youth are non-judgmental where adults are concerned.

negative: most negative comments dealt with three issues: the calloused attitude of the adult; their indifference to social issues; their unwillingness to sit down with the youth, to become sensitive to the rapidly changing demands the youth faces. They perceive the adult as lacking in understanding of critical issues that call for drastic action, particularly in the areas of education and social change.

summary: The ambivalent statements running through all the records on this point may be accounted for by this quotation: "We are caught either way - you either conform and hate yourself for it, or you oppose and are either punished or made to feel guilty."

More optimistically, one recommendation is to look about for opportunities to be active - "you will get repercussions, but you will get them anyway." -- "We must call for society to wake up. Youth must be given more meaningful responsibilities." "The only responsibility we have today is to amass knowledge."

c) Recreation

positive: Comments on recreational facilities varied with the geographic area from which the youth were drawn. They differed also with the age level of the respondent. Where comments were favorable, they emphasized the fact that the particular community did provide swimming pools and tennis courts and basketball space.

negative: All negative comments stated directly or by implication that much of the trouble, i.e., vandalism, alcoholism, stealing, were related to the fact that the community provided no opportunity for constructive use of leisure time. But when the interviewer pressed the discussion group for suggestions on how this condition could be improved, the youth seemed unable to offer a solution. A number of the replies described types of recreation afforded by communities in other counties, e.g., a place where the youth could gather to talk, to dance, to shoot pool. A common recreational facility discussed by all respondents from central Westmoreland was the "Red Rooster." Many objections were discussed: the fact that junior high school pupils used this facility, the fact that it was crowded, and so on.

Repeatedly the point was brought up that where occasionally a facility had been opened up, either under public or private auspices, the kinds of behavior that one or two youth engaged in, i.e., destructiveness, excessive noise, led sooner or later to the police closing down the building.

There was also some feeling that some of the high schools should open up some of their gyms or basketball courts for use after school.

summary: The most universal objection found in all the interviews was the complaint about lack of recreation. The one exception to this were high school pupils coming from homes where the parents were apparently able to afford summer vacations out of the county.

The rest of the discussants were asking for community center, areas for swimming, fishing, parks larger than a vacant lot, organizations for boys and girls.

d) Job Opportunities

positive: The more culturally-advantaged youth who were looking ahead to employment after college, felt there would be job opportunities in the county when they were ready to apply. The feeling was not unanimous, since a minority of the discussants felt it would be necessary to go elsewhere when they were ready to go to work.

negative: The most common complaint was that both boys and girls had to be 18 years of age to secure employment and that for the boys they were ineligible for employment after 18 because they were then of draft age. The only employment open for them as they see it is work at a store where the pay is \$1 an hour. Yet many of them said they wanted a job if for no other reason than to keep busy.

summary: The general complaint was "there are not enough jobs for youth today." And of those that are available, "you can't get in without a pull."

e) Voting - Viet Nam

positive: On lowering the voting age to 18, opinions were divided. A surprisingly large percentage of the interviewees discussed the fact that while persons between 18 and 21 knew much about public life, they also are inclined to be impetuous, unreflective, and apt to be "caught" by a demagogue. Perhaps this conservatism is in line with the general trend of the findings in these interviews.

The greater majority of the respondents argue for voting at 18 since they can be drafted at 18. Again, there was some opposition to the principle that the two facts could be related.

negative: Girls had little to say on Viet Nam except that it was a problem that the boys should discuss. They felt that if Communism had to be contained in Viet Nam, then we should not pull out. They were apparently repeating arguments they had heard from adults.

The boys' attitude was mainly one of resignation. They preferred to forget about it for the present. If and when they were drafted, they felt they would go, but they would prefer not to. There was a curious absence of emotion in the talk about the war. They did talk of how long it 'dragged on'. Apparently, it has been part of the news so long they take it for granted.

summary: The majority of the respondents thought the voting age should be lowered to 18. A smaller percentage agreed that if the war in Viet Nam is continued they would expect to go. There were some dissenters who claimed they would make every effort to avoid the draft.

7) Law - Politics

positive: most youth felt that dissent was justified but they opposed the use of either demonstration or aggression as a way of achieving an end - "People who will sit down and try to reason out problems are solving most issues better."

negative: chief topics of concern were the tax burden and influence peddling. "it's not what you know, but who you know" - "one who is poor or honest cannot be elected to office" - "low and middle-income families carry the tax burdens"

summary: Since very little time was used on this topic, it must be inferred that youth in this county have neither awareness of nor involvement in the affairs of government. Several persons commented on the fact that they had no course in either civics or current events in their high school, and that the teachers were unwilling to allow time for discussion of these questions.

g) Campus riots

The gist of the comments was to the effect that "college kids are basically good", that disorders were the responsibility of a few radicals. Their fear was "campus disorders now might bring stricter rules when today's teenagers get to college." In contrast the college population interpreted the revolts as centering around "the irrelevancy of the curriculum, the over-emphasis on theory, the lack of meaning in the educational experience generally."

h) Race - Prejudice

positive: An important fact that colors the attitudes on this question is the relatively small number of colored students in the county high schools. With the exception of three high schools, the percentage of colored enrolled is as low as 1% or 2%. The few comments that did surface were essentially hostile.

In principle, the youth agreed that black and white youth could and should be friendly with each other.

negative: The attitude was essentially critical. Complaints were made about NAACP pressures, the fact college admission requirements

are being waived, the fact that operating in gangs the colored terrify the white, the fact that they use 'sit-ins' to secure privileges. The prejudice was more apparent among the boys than among the girls.

summary: It is impossible to get a representative view of the youth's attitude on the racial issue in this county since the attitude varies with the geographical location and the degree to which the attitude is based on personal experience as opposed to information relayed by way of communication media.

i) Dropouts

The consensus was it is ridiculous to drop out of high school, since a high school diploma is required for either employment or military service.

j) Pre-marital Sex

Discussions here lead to the conclusion that attitudes on the topic are fairly universal: 1) the code which the youth considers the traditional code held by their parents is gradually changing; 2) typically a boy dates a nice girl but goes out and 'picks up' the other ones; 3) girls are in a bad spot; it's OK for guys but not for girls; 4) girls should be able to engage in pre-marital sex if they are willing to accept the responsibility for their actions; 5) it is OK for couples that are serious; 6) regardless of the individual's own opinion, you don't condemn those who engage in pre-marital sex.

The youth refuse to take the responsibility for the prevalence of this "evolving" code. "We're not making the movies, the magazines, and the books, we don't think we should be condemned." "It's the adults, but they are putting the blame on us."

On the question of sex education, there was not a single dissent to the proposal that sex education be offered by the high school. There were many questions about who should give the instruction, how, and so on, but the overwhelming approval of the idea seems to point to the possibility that youth is more confused on the whole matter than they are willing to admit.

k) Alcohol and Drugs

On alcohol, again the consensus was marked: anybody can get a drink, the drinking law doesn't make any difference. Furthermore, youth at 18 should be able to handle alcohol. On why they do it, boys and girls agree, but put the matter differently. They drink to get attention and create excitement. Hence, the boys say: "if it were legal, it wouldn't be any fun." The girls say: "It's ridiculous how many kids get drunk, they do it for attention."

The respondents claimed to be non-judgmental of persons who wanted to use drugs, but few respondents knew anyone who was taking drugs and none of them felt they would ever have need to get involved with drug-users. The most common reason given was the physical harm drugs caused. Apparently there has been some effort on the part of the schools to educate the students on the question. Many of the remarks they made seemed to be a repetition of statements heard recently. However, if given the opportunity they thought "most kids would go to a pot party" just to see what would really happen.

VALUES

The listing below is based on points made in discussions and expressed directly. They appear to be at variance with the trends expressed in the earlier part of the report. The greater percentage of the values listed were discussed by the college group. The high school group are either less mature or less philosophically oriented.

- a) need for a stable value system. "I don't know what is right and what is wrong" "everything seems to be unsettled; maybe the current tension and aggression are evidences of the fact that society is in an era of transition" "Fluidity is inevitable because of the times" "The question is whether the results will be progressive or regressive" "We have to experiment, to become more tolerant, if we are to escape our present limited system"
- b) need to understand and be understood. "Teenagers are lost in society because no one wants to listen to their problems or their troubles; adults just don't want to be bothered with us." "People need to delve and search deeply today." "Youth don't know who they are; if they could organize and carry out activities, they might find what they are capable of."
- c) need for pleasure, for material goods. "the years from 13-21 are best years of your life, I'm going to have the time of my life." "I fear most flunking out of college and then I won't make any money." "I want to make money, so I'm going in to law."
- d) need to be with others. "Value most being with others, but not dependency" "If there were an atomic war and only 500 people were left, I wouldn't want to live."

e) need for autonomy. "I value most freedom and creativity." "Values handed to youth must be looked at critically." "Being handed things means you accept them but you don't understand them; then you are open to being disenchanted." "Youth is not given to simply rejecting adult values; they want time to think them out; youth feels sheltered, has a formula, but no direction." "If my parents wishes were the only reason I went to college, I'd flunk out." "Parents should let you find out for yourself." "Adult values clash with youth values; there is no common meeting ground." "Must be persistent about effecting cultural change." "My values are based on my own experience; you live on what you did before."

f) service to others. "There's too much material orientation" "Want to do something for society." "More should be taught about doing things to help and benefit others, not just trying to make yourself wealthy or better than anyone else."

An overall characterization of the youths' perception of the four provinces covered in discussion groups will be attempted. Additional characterizations drawn from other sources will be reported further on.

HOME

Insofar as the home does influence the youth, it is seen as benevolent. However, as compared with other influences, the youth sees its effect as minimal, particularly for high school and college students who are making a fair adjustment. It is only where the youth is unsuccessful that the role of the home is emphasized.

EDUCATION

Despite the amount of unrest that is reflected in the news media, youth in Westmoreland County report their school experiences as satisfactory on the whole. The one area where sharp criticism is apparent is the lack of stimulation. Blame is attached to both the teacher and the teaching procedure. Curiously enough, the status quo is accepted or if not accepted it is seen as unchangeable. The lack of interest in change arises from a desire to keep things comfortable.

THE COMMUNITY - IN GENERAL

The biggest complaint was lodged against the failure of the adults to provide a suitable opportunity for recreation or use of spare time. Probably more constructive suggestions for change were made on this point than on any other.

The second most prominent complaint concerned the presumed attitude of the community toward the teenager. It was felt that there was a tendency to generalize from single negative instances of adolescent vandalism to teenagers in general. This opinion was far from universal. Many respondents spoke favorably of the relationship between adult and youth.

Problems characteristic of urban areas seem to be minimal in Westmoreland County. Specifically, there is not much talk of aggression, drug abuse, etc.

VALUES

Inherent throughout the report are intimations of a situation where all is not as calm as it appears to be on the surface. The easy acceptance of the status quo, the almost fierce repudiation of any experience that would disturb the aura of respectability, the passive indifference to world problems, the rights of others, the needs of the poor, bespeak an attitude formed in an unthinking and uncritical and even effortless way. Given a time of stress, leadership that is dynamic if not constructive, sharp and unexpected changes might occur. This stricture is at odds with the values listed on the preceding page and indicates the need for supplementing this report with additional data taken from adult sources.

The supplemental report will be prepared shortly, along with a list of recommendations.

The following data presents the attitudes of a discussion group made up of colored youth, lower income level.

HOME

No data on attitudes toward home was included in the discussions. Apparently for these youth out-of-home concerns are more prominent.

EDUCATION

positive: School as an institution was seen as the only agency that could improve the lot of these respondents. However, this perception of school did not match their experience and was more theoretical than actual: "If you get yourself a scholarship and go to college, you have yourself a nice job after it." "You have to go to school after high school because now days you have to be better qualified." "If you're not intelligent, you're back to a loser again, you might as well forget it."

negative: The majority of the respondents were not in the college-preparatory course which, ironically, they see as a stepping-stone to success. "Unless you're academic and plan to go to college, that might be the only chance for you to become a winner - otherwise, forget it."

School for these youth was the place to put in time. "The only thing they require you to do is to attend school and get your diploma - courses are nothing, they don't qualify you for nothing." "I don't even participate; it's a waste

of time - from 10th grade to 12th grade it's all repeat - names are different, but courses are the same." "They have sections but they don't mean anything - it's just something to put on your report card." "Only stupid kids are in general."

Oddly enough, the special education classes which the youth recognized as not for them, did receive some praise: "They can get a job just doing handicraft, so they're working and we're not."

Summary: These respondents have accepted the current stereotype: education is the road to success. But the discussion of their own personal experience in the schools is unrelated to this stereotype. They are not critical of the school in a sense that they would change it; they are passively accepting the status quo; education has no real meaning for them.

CULTURE IN GENERAL

a) adult attitudes about youth

positive: positive attitudes were practically non-existent. "The only people who understand this thing are preachers, ministers, stuff like that."

negative: unlike the more affluent youth, the lower class youth sees himself as dislike and misunderstood by the adult community. "People think we only want to cause trouble: "Old heads don't even know teenagers exist." "They talk about how teenagers are now, that they're really rotten and stuff, but they don't look at the good things."

"Old heads can't accept teenagers like hippies, so what? that's their beg, let them do it."

The youth are aware that the opinion climate influences their own actions. "The way older people feel (they think all teenagers are going to cause trouble) really changes how you act."

Part of the conflict with the adult is tied up with the youth's awareness that their own attitudes are blame-worthy. "If they (school) would treat teenagers like adults, maybe some of them would wise up - but nothing won't work." At the same time they clamor to be recognized for the good deeds they have done. "Our sophomore class bought things for a lady whose house burned down-- good things they do never happen to get into the newspapers, magazines, or something."

On this point when pressed for a suggestion on how to change the adult, the discussants were not hopeful. "Could teach parents if they had to do what teenagers do for a while and see how they like it, but it wouldn't work." "The librarian doesn't want soul brothers in the library; they think we're not 'members.'" When pressed further, this response was elicited: nothing can be done to change the 'establishment'; just pray, just pray."

Summary: within their own limited perspective, these youth realized they are at times culpable, but they have a strong

need to be accepted as they see themselves--often well-intentioned, often driven to misdemeanors because of the expectations of the adult; they feel helpless to change adult opinion.

b) attitude of youth about adult

negative: The youth perceives the adult as at once powerful and prejudiced. "Police closed down the pool room because people were complaining." "School board plays favorites." "The old timers want to live in the past. They want to do what they want to do; they don't want to renovate."

c) Recreation

negative: In the eyes of these youth the community has failed to provide any appropriate opportunity for recreation for them. "Nothing to do but walk the streets." "Only recreation are Girl Scouts or Boy Scouts and they're all harmless." "If you aren't old enough to drive, you better have a lot of friends - you have to go out (of the neighborhood) for everything." "They stocked the lake out there with little minnows so people can go there and fish - that's a waste of time also." "Only fairies play tennis, fairies and broads, I ain't worried about tennis." "What's there? (in the park) - some rabbits, some weeds; well, they could build a pool."

The youth opt for basketball courts, swimming pools, and hopefully a recreation center they they could shoot pool. At

same time the possibility that some of the youth would be destructive plagues every suggestion they make. "They realized they couldn't get in before; if they can get in now they feel they going to take it over--those cats don't know how to act." "If they had some place where they had everything - but they can't do that around here--there's too much chaos, no togetherness." "I talked to one soul brother but he said he knows if he goes down other people would, and they'd be destructive, get too aggressive." "If they'd give the kids a chance to hold something nice and play their notes, man it would be good."

Apparently the discussants knew they were not welcome at the few places where they would wish to go. "Available places of recreation are not open to sould brothers and soul sisters."

d) Job Opportunities

negative: On this point youth see no possibility of securing a desirable position following graduation, nor do they expect to find summer work. "The community does nothing to find jobs - Youth Corps jobs are given to rich cats." "They won't have kids just coming out of school. They think they'll quit after they get a little bit of money; they don't give the young kids a chance." "It's best to get out of town after you graduate; and if you don't graduate, get out regardless. "Big companies bring in their own men. "____ and ____ don't want negroes working there." "I plan on going to Florida; get some coins for picking oranges;

that's all I'm worried about-money." "If you're not intelligent, you're lost - unless somebody feels sorry for you and gives you a job."

Paralleling the lack of opportunity is the lack of motivation on the part of youth to secure summer work. "I'd say that not even 25% want to get jobs; life will be a party for them over the summer."

summary: Since the foregoing impressions are personal impressions of individual speakers, no conclusion can be drawn about the readiness of the employer to give work to colored youth. There are a number of active human-relations groups in the county, and a more objective statement prepared by them would be needed to validate the impressions above.

e) Law and Politics

negative: Two themes dominated the discussion here: law enforcement and the government.' Police are seen as untrained for their work, fearful, equipped with cars that are not fast enough, inclined to harass the youth, and even as fair games on a dull evening. "That's how some of them get their kicks - have the stick man chase them."

The 'government' is a kind of absentee power that should provide for the youth and should also be aware of the misuse of government monies. "That relief needs improvement because some people are cheating on the government--they trade kids and stuff to get more relief." "The Youth Corps dropped a

figured it was a waste of money; somebody pocketed more than their share." "If the cats can't get no jobs, why not give them a little bit of financial aid - that's how thievery starts - that's one of the main reasons there is a crime wave today." "Relief is pretty good for people who can't get a job; needs to be looked into by government."

summary: The foregoing summary (d) applies here.

f) Viet Nam - Voting Age

Very little concern was evidenced over Viet Nam and none over voting. The principal comment on the war was negative. "If you get drafted you'd be on the front line in some rice paddy--you won't get no training, only how to shoot a gun." "I'm getting into service to get out of town." "I'm not going to the service to learn anything - if I wanted to learn something I'd go to college."

g) Prejudice

Throughout the record there was an easy acceptance of the principle that a person has a right to be different. Adults, retarded youth, and persons of other races were recognized as individuals and the principle of individual differences was acknowledged. In fact, this minority group was more tolerant than their more-favored peers. Unfortunately they also were aware that they were the object of discrimination by some members of the community.

VALUE

Two basic needs informed their value system - the need to be accepted, the need to improve their lot financially. The two seem to be either side of the same coin. "I'll get a job and I'll be rich and everybody will be looking up at me -- I'm not sure about that." "All I want to do is graduate and get out of this town - as long as you stay in you're a loser.

CONCLUSION

The characterizations of this group should be accepted with reservations, principally because of the small size of the population. However, this group does represent a certain segment of the colored youth in Westmoreland County, a segment that is urban, living in quasi-ghetto areas, and of limited income level. On the more positive side, much effort has been expended through federally-funded projects as well as through voluntary agencies to provide tutoring, work-study programs, guidance for the youth.

County Committee Members
Westmoreland County

ADULT COMMITTEE

Adult Chairman

Sister Maurice
Seton Hill College
Greensburg, Pa. 15601

Behanna, E. J.
Fairfield Drive
Stanton Heights
New Stanton, Pa. 15672

Foreman
PPG Industries

Bitonti, S. J.
339 Thomas School Road
Greensburg, Pa. 15601

Guidance Counselor
Hempfield Township High School

Carson, Mrs. Cecelia
Community Relations Officer
Redevelopment Authority
New Kensington, Pa. 15068

Community Organizer

Healy, Niall
568 N. Main St.
Greensburg, Pa. 15601

Coffee House Director

Kaufman, Huddie
210 W. Otterman St.
Greensburg, Pa. 15601

Program Director
Cable Vision WHJB

Lewis, Jeannette
611 Marguerite St.
Monessen, Pa. 15062

Social Service
County Head Start

Olson, Carl R.
812 North St.
Irwin, Pa. 15642

Building Committee
Norwin School District

Povlik, John
Luxor, Pa. 15662

Personnel Staff
PPG Industries

Roberts, Rev. William G.
231 Center Ave.
Greensburg, Pa. 15601

Assistant Director
County OEO

Scatena, Michael A.
91 Glenview
Northmont
Greensburg, Pa. 15601

Assistant Director
Diocesan Schools

Schneider, Jeanne
545 Farview Dr.
Greensburg, Pa. 15601

Director
County Day Care

Treager, Betty
2955 Seminary Dr.
Greensburg, Pa. 15601

Social Worker
Children's Bureau

YOUTH COMMITTEE

Youth Co-Chairman

Cliff McDroom
168 Second St.
Derry, Pa. 15627

Bilik, Edward
Norvelt, Pa. 15674

Podgorsek, Judy
West Newton, Pa. 15089

Bucciarrelli, Frances
634 Stanton St.
Greensburg, Pa. 15601

Rudolph, Joseph
204 Washington Ave.
Jacksonton Acres
Irwin, Pa. 15642

Falcon, Rosella
222 Iowa St.
Greensburg, Pa. 15601

Seni, Barbara
Norvelt, Pa. 15674

Furbish, Dale
Box 97
Ruffsedale, Pa. 15679

Swierczewski, Edward
306 Main St.
New Kensington, Pa. 15067

Hvizdos, Mary Anne
Box 235
Youngstown, Pa. 15696

Washington, Sheila
22 Twelfth St.
Jeannette, Pa. 15642

Krempasky, J.
900 Forest Ave.
Latrobe, Pa. 15650

